

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
November 2, 2016**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Gregory Alcorn  
Todd Chasteen

Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Amy White  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Christine Fitch, Local Board Member Advisor  
Melody Chalmers, Principal of the Year Advisor

Keana Triplett, Teacher of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

Vice Chairman A.L. Collins called the Wednesday session of the November 2016 State Board of Education (SBE) meeting to order and declared the Board in official session; Chairman Cobey was expected to join the meeting later in the morning.

Vice Chairman Collins explained that the first portion of this meeting is being held in the Education Building Auditorium and would not be audio streamed since the Board is divided among tables in discussion groups. As noted on the Simbli eBoard agenda, Vice Chairman Collins explained further that the audio streaming would start at 11:15 a.m. when the Board begins its committee reports.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Vice Chairman Collins reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Vice Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Vice Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

## APPROVAL OF AGENDA

As the first order of business, Vice Chairman Collins drew attention to the full meeting agenda, which is available on Simbli eBoard. He requested removal of SLA 4 – Career and Technical Education Essential Standards from the Consent agenda this month for further deliberation. There were no objections.

## Discussion/Comments:

- There was no further discussion.

*Upon motion made by Dr. Olivia Oxendine, and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the State Board of Education meeting agenda for November 2 and 3, 2016, as amended.*

## SBE ISSUES SESSION

Vice Chairman Collins explained that Issues Sessions provide the Board with in-depth information on relevant education topics. He explained further that this month's Issues Session addresses the Every Student Succeeds Act (ESSA), noting that, as agreed upon in October following the Board's discussions in Boone, this topic and others warrant in-depth discussion in workgroups. He noted that the Board is also scheduling a similar work group discussion session in December as well.

At the request of Vice Chairman Collins, Mr. Martez Hill provided instructions on the structure of the Board's discussions this morning. He recognized Dr. Tammy Howard who further set the framework for the discussions.

State Board members and staff discussed the following questions and considerations and were encouraged to consider alignment with the State Board's Strategic Plan and budget request.

Questions	Considerations
<ol style="list-style-type: none"> <li>1. What should be the long-term goal for proficiency on mathematics and ELA/reading assessments and the cohort graduation rate?</li> <li>2. What should be the progress targets toward meeting the goal for each student group?</li> </ol>	<ol style="list-style-type: none"> <li>1. ESSA requires that the state set a long-term goal with progress targets for each of the reported student groups (School as a Whole (All Students), American Indian, Asian, Black, Hispanic, Multi-Racial, White, Economically Disadvantaged, Students with Disabilities, and English Learners) and for the cohort graduation rate.</li> <li>2. The goal for No Child Left Behind was to achieve 100% proficiency by 2014, and the goal for ESEA Flexibility was to reduce by one-half the percent of students not proficient within six years.</li> <li>3. The progress targets may be set to be reported on each year, every two years, every three years, etc.</li> <li>4. It is not required to include science.</li> </ol>

<p>3. For students taking NC Math 1 in 8<sup>th</sup> grade, should North Carolina eliminate double testing at Grade 8?</p>	<ol style="list-style-type: none"> <li>1. Currently, students who take NC Math 1 and are in membership in grade 8, or any other grade with an end-of-grade test, must take both the end-of-course test for NC Math 1 and the respective grade level end-of-grade test.</li> <li>2. Currently, approximately 50 percent of students take NC Math 1 in eighth grade.</li> <li>3. To eliminate the double testing, North Carolina would have to offer a higher-level math assessment for the NC Math 1 students' high school federal accountability measure. This could be an end-of-course for NC Math 2, NC Math 3, or the ACT mathematics test.</li> <li>4. The federal law addresses grade 8 only, but comments submitted for public comment on the proposed regulations suggest applying this law to any grade where students take both tests.</li> <li>5. Double-testing at 8<sup>th</sup> grade could be eliminated if the high school math assessment for federal accountability was NC Math 2.</li> </ol>
<p>4. To determine proficiency, should North Carolina use the ACT tests (reading, English, mathematics, and science) in lieu of the three end-of-course (NC Math 1, English II, and Biology), and regardless of that decision, should North Carolina use the ACT for the high school growth measure?</p>	<ol style="list-style-type: none"> <li>1. If the ACT is used as the federal accountability measure for proficiency for high schools, achievement levels (Levels 1–5) will have to be set for each of the subject tests.</li> <li>2. Using the ACT as the growth measure would attribute the growth to the overall high school experience and it would allow the growth measure to occur closer to the end of the high school (grade 11).</li> <li>3. Preliminary EVAAS analyses show ACT academic performance is more associated with socio-economic factors than the three EOCs.</li> <li>4. Using EOCs for proficiency and the ACT for growth may be confusing to the public. Note: there is a provision in ESSA that allows districts, at the state's discretion, to request approval to use the ACT in lieu of the three EOCs (NC Math 1, English II, and Biology). However, if approved by the State Board of Education, the participating districts may not have data for growth analysis.</li> <li>5. Current state law requires all students in certain subjects to take the EOC assessments.</li> </ol>

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At the conclusion of the Issues Session discussion period, Board members, advisors, and staff returned to the Board Room on 7<sup>th</sup> floor to begin the Board's committee meetings.

Officially passing the gavel back to Chairman Bill Cobey, Vice Chairman A.L. Collins officially welcomed Chairman Cobey back to the Board table this month, noting that the Board missed him in October while recuperating from surgery. Chairman Cobey expressed appreciation to Vice Chairman Collins for presiding and providing leadership over the October State Board of Education meeting as well as this morning's Issues Session, which included in-depth discussions about ESSA.

Chairman Cobey welcomed everyone once again to the November 2, 2016, State Board of Education meeting and explained that, as noted on the Board's agenda (located on Simbli eBoard), the Board has been in an Issues Session in a discussion group, workshop-style setting, with Board members and advisors in three different discussion groups. Chairman Cobey explained further that the Board meeting was called to order earlier this morning, at which time the Ethics Statement was read and this month's agenda approved. He explained further that the audio streaming for the committee meeting portion of this meeting is now occurring.

At this time the Board convened for its Committee meetings.

**HEALTHY ACTIVE STUDENTS COMMITTEE MEETING**  
**(Ms. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)**

The following members were present:

Patricia Willoughby, Chair	Christine Fitch, Local Board Member Advisor
Greg Alcorn	Melody Chalmers, Principal of the Year Advisor
Todd Chasteen	Keana Triplett, Teacher of the Year Advisor
Amy White	Bobbie Cavnar, Teacher of the Year Advisor
	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
June St. Clair Atkinson, State Superintendent	Rebecca Taylor

HRS Committee Chair Patricia Willoughby called the November 2016 Healthy Active Students (HRS) Committee meeting to order.

***DISCUSSION***

**HRS 1 – Whole School, Whole Community, Whole Child Resolution**

**Policy Implications:** SBE Policy #GCS-S-000

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

**Goal 2:** Every student has a personalized education.

**Objective 2.5:** Decrease the percentage of low-performing schools and low-performing school districts in the state.

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.1:** Create and maintain a safe and respectful school environment.

**Objective 5.2:** Promote healthy, active lifestyles for students.

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

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**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction), and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

**Description:**

The Center for Disease Control and Preventions (CDC), in collaboration with ASCD, created the Whole School, Whole Community, Whole Child Model as an expansion of the Coordinated School Health model. The Interagency Advisory Committee has adopted this model as a framework for community and educational collaboration that will improve the health and academic outcomes of students. This resolution reflects the support of the State Board of Education.

**Recommendation(s):**

The State Board of Education is requested to review and provide feedback to the resolution.

**Discussion/Comments:**

- Prior to introducing Dr. Ellen Essick to lead this discussion, HRS Committee Chair Patricia Willoughby noted that Board members have had the opportunity to look at the Whole School, Whole Community, Whole Child resolution located on Simbli eBoard in advance of this meeting. She explained that there was much discussion around this model during the Board's Planning and Work Session in October. Chair Willoughby stated that there was consensus around the model in October especially after hearing testimonials from individuals from Avery, Watauga and Catawba counties about support from schools as opposed to brokering services. She explained further that this is a model that the Interagency Committee has been working with recently and that the model comes from the Center for Disease Control (CDC) in Atlanta, noting the importance of the respect and accountability it comes with from CDC.
- Vice Chairman Collins thanked Chair Willoughby for her leadership on this issue. He explained that this is a common language that the Board, as well as the LEAs, can adopt and perhaps even by every agency in state government. According to Vice Chairman Collins, statewide adoption will allow us to complete resource inventory and gap analysis as to determine where gaps exist so we can better serve our children and better plan for those underserved areas. The Vice Chairman thanked staff for bringing this resolution forth as an Interagency Council recommendation, which he hopes will be the first of many recommendations regarding this issue.
- Chair Willoughby suggested that if there is not a reason to delay adoption of this model, she would like to bring a motion of adoption forward for Action on First Reading on Thursday. There were no objections.
- Noting the work of the Board this morning, Board member Wayne McDevitt suggested that the intent and essence of the resolution be embedded in future State Board conversations. He reflected on some of the conversations that occurred during the Board's Planning and Work Session in October that were very revealing as it relates to the type of things that can happen regarding mental health services and issues.
- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment HRS 1)

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## ***DISCUSSION***

### **HRS 2 – Healthy Active Children Policy Revisions**

**Policy Implications:** SBE Policy #GCS-S-000

#### **SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe and responsible.

**Objective 5.2:** Promote healthy active lifestyles for students.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

#### **Description:**

The Healthy Active Children Policy has been in effect since 2003. In 2014, changes were made to the policy to ensure more accurate implementation and reporting. Since the changes in 2014, the Coordinated School Health Model referenced in the policy has been revised and replaced by the Whole School, Whole Community, Whole Child Model. The current policy reflects these changes and makes clarification changes to the Local Wellness Policy segment of the policy.

#### **Recommendation(s):**

It is recommended that the State Board of Education adopt the Healthy Active Children policy amendments as presented.

#### **Discussion/Comments:**

- After making brief comments about this item, HRS Committee Chair Patricia Willoughby recognized Dr. Ellen Essick to lead the discussion of this item.
- Dr. Essick prefaced this presentation by thanking the State Board for its support of the Whole School, Whole Community, Whole Child Resolution. She explained that the recommended changes for the Healthy Active Children policy are necessary to clarify language and will reflect the ten components of the Whole School, Whole Community, Whole Child model. Dr. Essick pointed out that there are a few clarifying changes to the policy regarding the Local Wellness Policies and child nutrition, which are also recommended for consistency with federal language.
- Board member Wayne McDevitt recalled a recent discussion in relation to this policy applying to charter schools. In response, Dr. Essick clarified that the policy does not specifically speak to charter schools; however, the language could be added to include charter schools if the Board so desired. Chairman Cobey suggested that the Board refer back to the Charter School Advisory Board for vetting purposes. There were no objections.
- Referencing HRS 1, Mr. Martez Hill asked Chair Willoughby if it would be appropriate to inform the Board that the Interagency Committee has recommended that its name be changed to Whole Child NC. Chairman Cobey suggested that the Board vote on the name change. In addition, Vice Chairman Collins suggested including it as part of the motion for HRS 1. A brief discussion ensued. Chair Willoughby pointed out that the Interagency Committee is not referenced in the resolution. In response, Vice Chairman Collins clarified that he was suggesting to include another “whereas” in the resolution to reflect the name change of the committee. There were no objections.

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- Mr. Hill also interjected that he could change the existing policy that established the Interagency Committee, striking through the name Interagency Committee and replacing it with Whole Child NC. Chairman Cobey instructed Mr. Hill to work with staff attorney Ms. Katie Cornetto.
- Referencing a comment made by Ms. Willoughby about looking for grants, Board member Greg Alcorn noted that the Board put \$100K in its Expansion Budget Request for the Whole School, Whole Community, Whole Child initiative.
- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment HRS 2)

### **NEW BUSINESS**

#### ➤ **School Mental Health Initiative**

- ❖ **Mr. Bill Hussey (Director, Exceptional Children Division)**
- ❖ **Ms. Ann Flaherty (Parent, SMHI Representative)**
- ❖ **Ms. Ginny Fogg (Attorney with Disability Rights, SMHI Representative)**
- ❖ **Mr. David Thompson (Director of Student Services, Buncombe County SMHI Representative)**
- ❖ **Mr. Mark O'Donnell, Project Manager, DHHS, SMHI Representative**

Mr. Bill Hussey set the context for this presentation, specifically about what must be in place for the success of this School Mental Health Initiative. He described briefly the collaborative discussions currently taking place across the agency about the needs of mental health services, and then recognized the large group of SMHI representatives that have been meeting around this initiative and were present in the audience. After setting the framework for this discussion, Mr. Hussey recognized Ms. Ann Flaherty to proceed with the presentation.

Using a PowerPoint presentation, the School Mental Health Initiative (SMHI) findings and recommendations were presented by the SMHI representatives listed above.

The mission was described by Ms. Ginny Fogg as a partnership to develop recommendations for policy and/or legislative change to ensure that public school students in North Carolina have equitable access to a full continuum of high-quality and well-coordinated socio-emotional/behavioral health services. She added that the SMHI believes that policy statements and/or recommendations made by the State Board are a critical step in fulfilling this mission.

Ms. Fogg stated that SMHI representatives wanted to make it clear that they are not asking for a new system but instead are recommending ways to enhance service delivery using the state's existing capacity.

Ms. Fogg explained that the Family-School-Community Partnership is comprised of a multi-disciplinary, diverse group of parents, public school representatives (LEA and SEA), state agency officials (DHHS, DPS, and DPI), community-based mental health providers, attorneys and advocates, third-party payers, university faculty, professional associations, and other interagency collaboratives.



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Mr. David Thompson made brief comments, noting alignment with the Leandro decision and with the Whole Schools, Whole Community, Whole Child resolution was provided.

Ms. Fogg spoke briefly about integrating services in schools, noting that studies show that access to school-based mental health services is linked to 1) improved academic outcomes and 2) enhanced physical and psychological safety. Ms. Fogg provide the following data to illustrate why school-based services matter: One in every five or 20% of all students will experience a mental health disorder in any given year. Of those students, 75% will not receive treatment, which equals 227,000 students every year who need services but are not receiving them. She stressed that the services being discussed are critical. These services prevent suicide, chronic depression and paralyzing anxiety. Ms. Fogg stated that the second leading cause of death among people ages 10 to 24 is suicide; suicide rates in North Carolina doubled between 2010 and 2014. She stressed that equitable access to high quality mental health services can save the lives of children and adolescents in North Carolina. However, she added that, according to the SMHI environmental scan, families are struggling to navigate the mental health system and connect their children to the services they need. More than 25% of the families responding to the scan cite transportation issues had prevented them for accessing mental-health services for their child. Sixty percent believe that some children get better access to community-based services than other children. Integrating mental health services in our schools would help resolve these issues.

Ms. Fogg also explained that the School Mental Health Initiative recommendations are organized into three categories:

- create a continuum of supports and services,
- make it sustainable, and
- engage stakeholders.

She explained further that the recommendations are actionable and readily translatable into policy statements.

Ms. Ann Flaherty described from a parent's perspective demands on her own family because services are not readily available in Harnett County. She explained that living in an underserved county requires that she travel each week more than an hour each way for her grandson to receive therapy; more than an hour each way, each week, each month for a psychiatrist; and more than an hour, each way, twice a month for speech therapy and social skills group. She pointed out that she worked in the federal school system on Fort Bragg where the Whole Child Model is used every day and it is working well. However, she stated that it is disheartening as a parent to go through that gate every day and know the inequities of what is available for our family just outside of the base. She also spoke briefly about dealing with providers with respect to insurance and Medicaid. Ms. Flaherty shared that the SMHI environmental scan also showed that 80% of school respondents do not feel that schools possess adequate personnel to provide a full range of services promoting social, emotional and well-being. In closing comments, Ms. Flaherty stated that being part of the SMHI has given her hope because so many groups and individuals have come together to help solve this problem.

Mr. Thompson described the issues related to the recommendations and provided possible solutions for each issue as recommended by the SMHI. For instance, the issue related to creating a continuum of supports and services is that mental health and substance abuse services are fragmented, reactive, or non-existent. Too often, mental health needs are not addressed until the student and family are in crisis.

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He spoke briefly about layers of support for students and how that impacts academics. See Attachment 1, located on Simbli eBoard, for additional issues, solutions and strategies.

Mr. Hussey described next steps, which are to

- Implement policy and legislative changes;
- Identify, research, and replicate sustainable practices;
- Develop tools to facilitate implementation strategies; and
- Continue building partnerships across government agencies and community providers.

In addition, Mr. Hussey spoke briefly about the General Assembly's budget bill, which includes a provision for expanding Medicaid in schools. He explained that in the construct of this process, part of that is how to build sustainable numbers in schools. Mr. Hussey suggested that this provision has potential to offer dollars to expand the number of social workers, counselors and school psychologists within the schools as we are able to bill Medicaid for the children we have not been able to bill for in the past. He stated that the Department will ask for support from the State Board as we move forward to helping the Legislature recognize the importance of those additional funds to build supports not only for the mental health side but also for the broader Whole School, Whole Child model. These are federal dollars, with no additional state dollars needed because we have the match within the budget in the school districts.

Vice Chairman Collins requested that Mr. Hussey send the Board an email with a status update regarding the Medicare provision.

Board member Wayne McDevitt encouraged expansion of the umbrella to include faith communities, the private sector and business community, philanthropic, non-profit, courts and law enforcement in a comprehensive and role of understanding about the importance of this issue.

Board member Greg Alcorn requested a future celebration of success stories attributed to the model.

### **ADJOURNMENT**

Indicating no other business, HRS Committee Chair Willoughby adjourned the November 2016 HRS Committee meeting.

**STUDENT LEARNING AND ACHIEVEMENT  
COMMITTEE MEETING  
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

The following members were present:

Olivia Oxendine, Vice Chair  
Wayne McDevitt  
Rebecca Taylor

Christine Fitch, Local Board Member Advisor  
Melody Chalmers, Principal of the Year Advisor  
Keana Triplett, Teacher of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
June St. Clair Atkinson, State Superintendent  
Gregory Alcorn

Todd Chasteen  
Amy White  
Patricia Willoughby

In the absence of SLA Committee Chair Eric Davis, Chairman Cobey recognized Dr. Olivia Oxendine to lead the Student Learning and Achievement (SLA) discussions as the Committee Vice Chair. Vice Chair Oxendine called the November SLA Committee meeting to order.

***DISCUSSION***

**SLA 1 –North Carolina Math I Extended Content Standards**

**Policy Implications:** SBE Policy #GCS-F-000, GCS-F-002, GCS-F-012

**Goal 2:** Every student in the NC Public School System graduates from high school prepared for work, further, education, and citizenships.

**Objective 1.2:** Graduate students prepared for postsecondary education

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Mr. William J. Hussey (Director, Exceptional Children Director), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Significant Cognitive Disability)

**Description:**

In fulfillment of SBE Policy #GCS-F-012, the newly revised Math I standards was approved by the SBE in June 2016. Students with significant cognitive disabilities must be provided access to the state standards by aligning instruction and assessments. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted Math I standards.

The Department of Public Instruction recommends that in an effort to ensure students with the most significant cognitive disabilities are fully included and have access to challenging instructional content; a one-year transition period is granted for the implementation of the recently adopted Math 1 standards.

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This will allow teachers of the significant population to attend training and have appropriate participation of the highest achievement possible for the newly adopted standards.

Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them.

This month, the draft of the revised standards (now named Extended Content North Carolina Math 1) are presented for Discussion. Public comments were available for thirty days with the option of one in-person public hearing.

#### **Recommendation(s):**

It is recommended that the State Board of Education approve the proposed new alignment of the NC Extended Content Standard Math 1 changes.

#### **Discussion/Comments:**

- After brief introductory comments, SLA Committee Vice Chair Olivia Oxendine noted a draft of the Math I Extended Content Standard changes located on Simbli eBoard. She recognized Mr. William Hussey to present this item.
- Mr. Hussey set the context for this discussion by stating that there is not enough focus for what we do for some of our most disabled children. He recognized Ms. Dreama McCoy to give an overview of the Extended Content Standards, provide guidance around federal requirements, and describe the students for which these standards apply.
- Using a PowerPoint presentation, Ms. McCoy described the Extended Content Standards, which are alternative achievement standards for students with significant cognitive disabilities. She explained that these standards are aligned to the *NC Standard Course of Study*, and provide grade-level standards that differ in depth, breadth, and complexity from the general education standards. According to Ms. McCoy, federal law mandates that states that have alternative standards and alternative assessments, must align these alternative standards/assessments to the standard course of study/assessments for the state.
- In addition, Ms. McCoy spoke briefly about guidance from the U.S. Department of Education (USED), which defines the characteristics of an alternate achievement standard the same as those described in Title I assessment regulations for a grade-level achievement standard. Other guidance from USED provides that a state may define alternate achievement standards for grade clusters (e.g., grades 3-5, 6-9 or 10-12) rather than for individual grades. Such standards, however, must reflect the professional judgment of the highest achievement standards possible for this group of students.
- Students on the alternative assessment include students with significant cognitive disabilities who are instructed and assessed using the Extended Content Standards, and the NC Extend 1 assessment; this is approximately one percent of the population. Ms. McCoy shared that the IQ range for these students is 65 or lower with a medium IQ of around 50, but stressed that these students have the capacity to learn.
- Ms. McCoy described these students as having significant cognitive disabilities (i.e., exhibits severe and pervasive delays in ALL areas of conceptual, linguistic and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self – help skills). Greater definition was provided for each of the areas mentioned above.

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- As it relates to NC Math 1, the State Board adopted new NC Math 1 standards in June 2016. To be in compliance with federal mandates, the NC ECS were reviewed and updated to align with the newly adopted standards; the standards align with the State Board's Strategic Plan as well.
- As it relates to the Transition Year, Ms. McCoy shared that professional development in math for teachers has included many of these concepts, previously. If adopted, the revised standards would be presented and training provided for full implementation in the 2017-18 school year.
- Stakeholders consisting of representatives from IHEs, local LEAs, NCDPI (Math section) and EC staff worked to align the proposed ECS Math1 to the 2016 adopted Math 1 standards, which are included on Simbli eBoard.
- In addition, she reported that a public comment period was held for 30 days, and public notices were sent to the media.
- Ms. McCoy stated that the Exceptional Children Division, along with Curriculum and Instruction, is requesting that the policy adopted June 2016 be amended to include the new ECS Math 1 Standards. She added that the federal government mandates that we review updates and align the newly adopted standards with the State Board's Strategic Plan and Exceptional Children's Division Strategic Plan of building LEA capacity to sustain best practices, building stronger relationships and problem solving.
- In conclusion, Ms. McCoy spoke briefly about the transition year, which has included training in Foundations of Math since fall 2012; therefore, many of the concepts have already been provided to teachers through professional development and in day-to-day instruction. After elaborating on the feedback process and public comment period, Ms. McCoy explained that if these new standards are adopted, one training year will follow in order to fully train all of the teachers to begin full implementation of the standards in 2017-18.
- Next, Ms. McCoy introduced Ms. Jennifer Dale (Teacher, Franklin County Schools) to speak about her experiences with the new math content.
- Ms. Dale enthusiastically spoke about her experiences with the new math content and how she has aligned her curriculum. She described the proposed content standards as being more specific, age appropriate, and aligned to the Standard Course of Study. She pointed out that the content standards are helping her to set high expectations for her students as well as herself and other educators in North Carolina who teach adapted curriculum. She stressed that these standards are doable and attainable for students; it is the bar that we need to raise for the students and teachers in this population.
- In response to Chair Oxendine's comment, Ms. Dale shared that, prior to taking the Foundations of Math course, she never considered herself a math person; however, through teaching she has learned to love teaching math to her students.
- Board member Willoughby thanked Ms. Dale for reminding the Board that raising the standards is important and every student can achieve.
- There were no further comments.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment SLA 1)

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## ***DISCUSSION***

### **SLA 2 – Updates to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process**

**Policy Implications:** SBE Policy #GCS-A-016

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

#### **Description:**

Updates for the administration of the state-designated assessments for use in the North Carolina teacher evaluation process are being provided for discussion at the November 2016 meeting of the State Board of Education. Clarifications are provided on the testing requirements (i.e., eligibility, testing window, results used to average final grades) for students enrolled in North Carolina Virtual Public School (NCVPS), students following the Occupational Course of Study (OCS), and high school seniors. Additionally, updates are provided for changing the assessment name from Math I to NC Math 1 and indicating that the assessments are considered as standardized artifacts for student growth for teachers and school growth for participation in the Teacher Evaluation Process.

#### **Recommendation(s):**

It is recommended that the State Board of Education approve the amendments as presented.

#### **Discussion/Comments:**

- SLA Committee Vice Chair Olivia Oxendine recognized Dr. Tammy Howard to present this item.
- Dr. Howard explained that this item is an update to an existing policy for the administration of state-designated assessments for use in the North Carolina teacher evaluation process.
- Drawing attention to the policy located on Simbli eBoard, Dr. Howard walked through the updated changes, which include language clarifications on testing requirements for students enrolled in NCVPS, specifically these students will participate in the NC Final Exam beginning in 2016-17. This change is for all students, including charter schools, when enrolled in NCVPS courses. Dr. Howard also spoke about the timeline for when the exams will be administered, noting that this language is required by state law. She stated that due to variations in calendars particularly with schools in the western part of the state, the virtual public school is sometimes concluding earlier in the district in which they are being delivered. She spoke briefly about the following the last 5-10 law, which would mean a gap for the students between

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their coursework and taking the assessment. She explained that the recommended language allows for the districts who apply for permission to administer the assessment as soon as the course is completed in the Virtual School. She noted that there is language that states that if doing so interferes with the instruction of the school at large, then that is not allowable. She spoke briefly about the assessment process, which will support that effort as much as possible.

- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment SLA 2)

### **ADJOURNMENT**

Indicating no other business, SLA Committee Vice Chair Oxendine adjourned the November 2016 SLA Committee meeting.

**BUSINESS OPERATIONS COMMITTEE MEETING**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

The following members were present:

Gregory Alcorn, Chair	Christine Fitch, Local Board Member Advisor
Mr. Todd Chasteen, Vice Chair	Freddie Williamson, Superintendent Advisor
Wayne McDevitt	Melody Chalmers, Principal of the Year Advisor
Eric Davis	Keana Triplett, Teacher of the Year
Rebecca Taylor	Bobbie Cavnar, Teacher of the Year Advisor
	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Reginald Kenan
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	Amy White
Janet Cowell, State Treasurer	Patricia Willoughby
June St. Clair Atkinson, State Superintendent	

BSOP Committee Chair Gregory Alcorn called the November 2016 Business Operations (BSOP) Committee meeting to order.

***ACTION***

**BSOP 1– 2017-19 Biennial Expansion Budget Requests**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

**Description:**

In preparation for a request from the Office of State Budget and Management, the Department of Public Instruction (DPI) has solicited feedback both internally and externally on budget priorities for the 2017-19 Biennial Budget.

**Recommendation(s):**

It is recommended that the State Board of Education approve the budget priorities.



### Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Mr. Philip Price to lead the discussion of this item.
- Mr. Price provided a comprehensive overview of the attachments located on Simbli eBoard.
  - Attachment 1 - 2017-19 Biennium Budget Documents
  - Attachment II - the Budget Summary for FY 2017-19 State Board of Education (SBE) Expansion Budget Request Funding Priorities for Implementing the SBE's Strategic Plan.
- Following the summary presentation, Mr. McDevitt elaborated on how some things currently taking place are somewhat of a moving target. For instance, he noted the conversations around ESSA and its impact on the budget request, mental health and where that fix is, as well as the flooding and where that fits, which he suggested might be in a General Assembly special session.
- Chair Alcorn stated that the request will be amended as it relates to the example for 173.
- In response to Board member Patricia Willoughby's question about ADM, Mr. Price explained that ADM falls under continuation budget adjustments. He explained that the ADM was not restricted to the two percent cap, noting that the growth is not able to be calculated until February. He explained further that, included in the Board materials, there is a continuation slide showing what areas are typically included in the Continuation. According to Mr. Price, the General Assembly did away with the continuation budget related to an automatic build for public schools for growth three years ago. It is now included as a part of the Expansion Budget. Since that decision was made, Governor McCrory has kept that as a separate item and does not incorporate it into the Expansion budgeting process.
- There was no further discussion.

This item was presented for Discussion in October and returns for Action during the November 2016 State Board of Education meeting. (See Attachment BSOP 1)

### ***ACTION ON FIRST READING***

#### **BSOP 2 – Title V State Abstinence Education (AEGP) Grants**

**Policy Implications:** SBE Policy #TCS-O-001, Title V AEGP Grant

### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Ellen Essick (Section Chief, Healthy Schools)

### **Description:**

The Title V State Abstinence Education (AEGP) Grant Program was extended through Fiscal Year 2014 under the Patient Protection and Affordable Care Act of 2010 (Pub.L.111-148.). The purpose of the State Abstinence Education Program is to support student decisions to abstain from sexual activity by providing abstinence programming as defined by Section 510(b) of the Social Security Act (42 U.S.C 710(b) with focus on those groups that are most likely to bear children out-of-wedlock, such as youth in or aging out of foster care. As a condition of receiving this grant, North Carolina must certify that all abstinence education materials that are presented as factual are medically accurate and grounded in

scientific research. This also pertains to any materials presented by sub-awardees of the state. In the Funding Opportunity Announcement (FOA) released by the U.S. Department of Health and Human Services Administration for Children and Families (ACF).

The Title V State Abstinence Education Grant Program (AEGP) initially awarded \$2,544,986 to DPI for fiscal year 2016 (FY2016) that began October 1, 2016. In addition to this award, DPI has now been granted a supplementary award of \$612,054. DPI will provide \$250,000 of this supplemental award increase to its sub-awards provided to LEAs. Funds from this supplement will fund the following five LEAs: Martin, Wilson, Rockingham, Randolph, and Asheboro City Schools. This will increase the total distribution of sub-awards to 33 LEAs, one University, the North Carolina School Health Training Center and other partners. The application's abstract outlines how the program will be implemented.

In addition to the supplemental award, DPI seeks to replace Richmond County Schools with Jones County Schools for the initial list presented during the September 2016 SBE meeting. Richmond County Schools declined participation in the program.

#### **Recommendation(s):**

The State Board of Education is asked to grant approval of providing funding up to 28 of the 115 LEAs. The State Board of Education is asked to take Action on First Reading.

#### **Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn recognized Dr. Ellen Essick to present this item for Action on First Reading.
- Dr. Essick reminded Board members that in September they approved Abstinence Education grants received in the original allotment. She stated that this item is for an additional allotment of funds offered to North Carolina. In addition to the supplemental award, the Department seeks approval to replace Richmond County Schools with Jones County Schools since Richmond County declined participation, according to Dr. Essick.
- There was no further discussion.

This item is presented for Action on First Reading during the November 2016 State Board of Education meeting. (See Attachment BSOP 2)

#### ***DISCUSSION***

#### **BSOP 3 – NC DPI Strategic Plan and Information Technology Plan for 2017-19**

**Policy Implications:** General Statute §143B-1306(b)(c) as amended by SL 2015-241 (HB97) Section 7A.2.(b)

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.1:** Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives.

**Objective 4.2:** Use Home Base as an essential resource for instructional delivery and communications with parents and students.

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**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Michael Nicolaides (Chief Information Officer, Technology Services)

**Description:**

The Department of Information Technology shall develop and transmit to the General Assembly the biennial State Information Technology Plan in conjunction with the Governor's budget of each regular session. The Plan shall include, among others, an inventory of current information technology assets and major projects. As used in this subdivision, the term "major project" includes projects costing more than five hundred thousand dollars (\$500,000) to implement.

Separate agencies shall prepare biennial Information Technology Plans, and transmit these plans to the Department of Information Technology by a date determined by the State CIO in each even-numbered year. Agencies shall provide all financial information to the State CIO necessary to determine full costs and expenditures for information technology assets and resources provided by the agencies or through contracts or grants. The Department shall consult with and assist state agencies in the preparation of these plans. Plans shall be submitted to the Department by a date determined by the State CIO in each even-numbered year. The State CIO and the Department of Public Instruction set this date to November 10, 2016, for the 2017-19 biennium plan.

As part of Governor McCrory's ongoing effort to promote efficiency in North Carolina state government, the Office of State Budget and Management (OSBM) and the Department of Information Technology (DIT) are consolidating requirements for the submission of agency Strategic Plans and agency Information Technology Plans for the FY 2017-19 biennium and guidelines have been developed and shared with all agencies.

**Recommendation(s):**

It is recommended that the State Board of Education discuss and approve the plan.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn recognized Mr. Michael Nicolaides to lead the discussion of this item.
- Using a PowerPoint presentation, Mr. Nicolaides presented the Information Technology Plan for 2017-19, which is required every three years to the State Chief Information Officer. He explained that the State Information Technology Plan is developed using the plans from each State agency, which is required by the General Assembly.
- Mr. Nicolaides spoke briefly about the new guidelines since the last submission, noting that the deadline for submission was by October 31. He shared that an extension was requested and granted because the budget has not been finalized. According to Mr. Nicolaides, out of all of the state agencies, only six submitted their plans by the deadline; therefore, he anticipates that the timeline will be amended for the next submission cycle. The final plan, including the Expansion Budget, is expected to be submitted in December.
- Mr. Nicolaides provided a comprehensive overview of the contents within the draft Plan. He spoke briefly about the role of information technology in enabling and supporting K-12 public education in

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North Carolina as it relates to education and business functions and the representative technologies and applications supporting those functions. The functions include:

- Teacher Professional Development and Evaluation
- Financial Management and Business Operations
- Curriculum Development and Instructional Design and Content Creation
- Student Learning Assessment
- Instructional Delivery, and
- Technology and Information Management.
- In addition, Mr. Nicolaides provided a visual of the traditional instructional model versus the digital-age learning model, described as a 21<sup>st</sup> century education approach featuring competency-based advancement, anywhere and anytime learning, personalized student-centered instruction, digital content, and assessments integrated to learning.
- Next, Mr. Nicolaides provided a brief overview of other technology initiatives, which include:
  - Cybersecurity Study for LEAs and Charter Schools
  - Exceptional Children Accountability Tracking System (ECATS)
  - Enterprise Resource Planning (ERP)
  - Enhanced Data Integration and Consolidated Reporting (EDICR)
  - Read To Achieve Diagnostic Software
  - New Agency Website (Drupal)
  - K3 Formative Assessment Process
  - NC SchoolWorks P20W-SLDS
  - Upgrade NCDPI Board Room A-V systems
  - WiFi in Schools Expansion
- Successes over the past two years (completed projects) were highlighted by Mr. Nicolaides and include:
  - HomeBase Applications – SIS, IIS, EES, LMS, IAM, UID
  - Licensure Automation Systems
  - NCDPI Building wireless and wired network upgrades
  - NC Digital Learning & Media Inventory
  - Applicant Tracking System
  - Public Schools Insurance System
  - LicSal Subscription Application
  - WiFi in Schools Expansion (several districts)
- In response to Board member Olivia Oxendine’s question about LEAs using any of the approved digital textbooks, Dr. Maria Pitre-Martin shared that there are a few school systems that will purchase the digital version of the textbook, but LEAs are purchasing, as a whole, more digital content and supplemental material provided by the textbook companies.
- In concluding remarks, Mr. Nicolaides noted that the final Plan will be brought forth in December for the Board’s approval.
- There was no further discussion.

This item is presented for Discussion at the November State Board of Education meeting and will return for Action in December 2016. (See Attachment BSOP 3)

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## ***DISCUSSION***

### **BSOP 4 – Contract Procedure – New Policy**

**Policy Implications:** SBE Policy #TCS-C-013, and TCS-O-002 (New)

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Katie Cornetto (Staff Attorney, State Board of Education Office)

#### **Description:**

The Department of Public Instruction (DPI) is proposing an amendment to SBE policy TCS-C-013 and a corresponding new policy to delineate the procedural framework of the State Board of Education's delegation of contracting power to DPI and the State Superintendent of Public Instruction.

#### **Recommendation(s):**

It is recommended that the State Board of Education discuss the proposed new policy and policy amendment.

#### **Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn recognized Mr. Philip Price to lead the discussion of this item.
- Mr. Price prefaced this presentation by stating that the Department continues to provide a report on contracts on a monthly basis to State Board members. Included in that report are documents already signed, approved and implemented. He explained that based on feedback from the State Board about seeing contractual agreements that are currently being developed or in the process of being implemented, this Department recommends amending the current policy to include a process of communicating with the State Board a listing of RFPs and contractual agreements that are planned and in process.
- Chair Alcorn noted that the BSOP Committee has discussed this issue at length, acknowledging an overwhelming number of contracts; therefore, contracts with an estimated value of \$25K and above will be included in the report.
- Vice Chairman Collins expressed appreciation for the BSOP Committee's due diligence related to this issue. He requested that Board members receive the RFPs in time to participate in RFP issues. He also suggested that RFPs could include a notation about being subject to approval if the Board wants to reject bids, etc.
- Speaking from a business perspective, Chair Alcorn shared that he receives amendments to RFPs all the time. He asked Mr. Price if that is part of the process in the Department to which Mr. Price replied that contract amendments are indeed part of process.
- There was no further discussion.

This item is presented for Discussion at the November State Board of Education meeting and will return for Action in December 2016. (See Attachment BSOP 4)

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## **NEW BUSINESS**

### ➤ **School-Based Administrator Pay**

#### ❖ **Ms. Alexis Schauss (Director, School Business Division)**

Prior to beginning this presentation, Ms. Alexis Schauss directed Board members to the handouts, located on Simbli eBoard.

Ms. Schauss set the framework for this presentation, which included comprehensive data points of select changes to school building and school-based administrator salary schedules and corresponding impact from 1993-2016. In addition, she provided an in-depth look at the structure of the current pay schedules as well as detailed information concerning the level of pay as currently structured.

Chairman Cobey explained that the Joint Legislative Education Oversight Committee (JLEOC) is addressing this issue, noting that Ms. Schauss presented this information to the General Assembly and a number of superintendents were present. Chairman Cobey stated that, in his opinion, he believes that the General Assembly is going to be serious about correcting this issue. He stated that as a Board and individually, interest needs to be taken and encourage the General Assembly to take action because we need top individuals in leadership in every school in North Carolina. While \$20 million sounds like a lot of money, in the big scheme of things it is doable, according to the Chairman.

Principal of the Year Melody Chalmers commented on the importance of this issue because many principals and assistant principals are leaving the profession due to the salary schedule currently in place.

Board member Rebecca Taylor thanked Ms. Schauss for this outstanding report, which highlights the severity of the situation for principals and assistant principals and stressed that the facts are startling.

Vice Chairman Collins requested that Ms. Schauss suggest to the Board a solution, stating that, in order to be effective, everyone needs to be on the same page as it relates to a solution to this problem. The suggestion was noted.

Board member Olivia Oxendine suggested that one of the things she hopes is considered as it relates to improvements is a 12-month work schedule rather than 10 for assistant principals.

## **ADJOURNMENT**

Prior to adjourning the BSOP Committee meeting, Chair Alcorn requested permission for a minor adjustment to be made to the bonus for the Advanced Placement and International Baccalaureate Programs, which is included on the Consent Agenda this month. He explained that Virtual Public School teachers, who are LEA employees and eligible for that bonus, were not specifically mentioned in the original document. There were no objections. Chair Alcorn added that staff are working with legislators to amend legislation to allow charter schools and non-LEA virtual public school teachers also to be eligible.

Indicating no other business, BSOP Committee Chair Alcorn adjourned the November 2016 BSOP Committee meeting.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

The following members were present:

Rebecca Taylor, Chair  
Wayne McDevitt, Vice Chair  
Gregory Alcorn  
Reginald Kenan  
Olivia Oxendine  
Amy White

Christine Fitch, Local Board Member Advisor  
Melody Chalmers, Principal of the Year Advisor  
Keana Triplett, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
June Atkinson, State Superintendent

Todd Chasteen  
Eric Davis  
Patricia Willoughby

EICS Committee Chair Rebecca Taylor called the November 2016 Education Innovation and Charter Schools (EICS) Committee meeting to order.

***DISCUSSION***

**EICS 1 – North Carolina Virtual Public School Advisory Council**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.2:** Increase the number of teachers and students using online tools.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

**Description:**

SBE Policy outlines the North Carolina Virtual Public Advisory Council membership requirements. Nominations for four new members and two reappointments are presented to the State Board of Education (SBE) for consideration.

The complete listing of the Advisory Council membership is attached. Resumes for individuals being nominated for the first time are attached for SBE review.

**Recommendation(s):**

The Charter Schools Advisory Board requests discussion and approval of the nominations for new membership and reappointments to the North Carolina Virtual Public School Advisory Council.



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### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Eliz Colbert to present this item.
- Dr. Colbert explained that the NCVPS has had an advisory council since the inception of the program. She reminded Board members that in 2015 the Advisory Council was brought officially under the umbrella of the State Board of Education. Minor changes include a reduction in the number of members from 35 to 20 and inclusion of diversity from all regions of the state. The Council chooses its own members with State Board final approval.
- Dr. Colbert presented the names of four prospective members for the NCVPS Advisory Council, noting that their resumes are included on Simbli eBoard. The nominees include: Ms. Amanda Brooks (STEM Bright), Mr. John Eldridge (Chatham Charter School), Mr. Lewis McIntyre (Rockingham Community College) and Mr. Robert Taylor (Superintendent, Bladen County Schools). Members serve four-year terms.
- There was no additional discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return to Action in December 2016. (See Attachment EICS 1)

### ***DISCUSSION***

#### **EICS 2 – Request for Delay Stipulation Removal by Pine Springs Preparatory**

Policy Implications: General Statute §115C-218.5

### **SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Kebbler Williams (Consultant, Office of Charter Schools)

### **Description:**

Pine Springs Preparatory Academy (PSPA) – A Challenge Foundation Academy (Wake County) requests that the State Board of Education (SBE) remove or modify one of the stipulations set upon it as a condition of approving a one-year delay in opening. Specifically, the nonprofit board that oversees PSPA requests that this stipulation from the SBE be removed or modified: “The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.” A letter detailing the specifics of the request is attached.

In August 2015, the SBE granted final approval to PSPA and two other charter applicants to open in August 2016. In a November 2015 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees PSPA stated that it had experienced unexpected delays in its acquisition, approval for, and construction of its proposed facility due to planning and development issues. The SBE, on February 4, 2016, voted to grant PSPA a one-year delay.

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Per their approved application, PSPA plans to open as a K-5 school initially and expand one grade per year until the school is a full K-8 school serving over 700 students. The school's mission is as follows: "Pine Springs Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life." The school will use an experiential-based program focused on four design elements: authentic learning, collaboration, a nurturing environment, and technology skills.

The Charter School Advisory Board (CSAB) supports PSPA's request to remove "null and void" from the stipulation and now recommends the following amended stipulations for PSPA:

1. The PSPA Board of Directors (Board) will provide evidence of a legitimate facility contingency plan within the Ready-to-Open Progress Report through a Memorandum of Understanding with the facility owner.
2. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2017, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
3. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2017, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

#### **Recommendation(s):**

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay stipulation amendment for Pine Springs Preparatory Academy – Challenge Foundation Academy.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this discussion item.
- Mr. Machado explained that Pines Springs Preparatory Academy was approved for a charter to open in August 2016; they were granted a one-year delay with the stipulation that their charter would become null and void if they did not receive their Certificate of Occupancy by July 1, 2017.
- Mr. Machado reported that the Charter School Advisory Council (CSAB) and the Office of Charter Schools recommends that this provision be removed from the agreement. He reviewed the newly recommended stipulations listed in the Executive Summary above (1-3).
- Chair Taylor provided assurance that the CSAB will continue to follow this school and keep the State Board informed of any additional concerns.
- Local Board Member Advisor Christine Fitch asked if the school does not get its Certificate of Occupancy by July 1, when does CSAB meet and what kind of notification has to go to the local school district. A brief discussion occurred about the procedural process. Mr. Machado stated that Pines Springs should have the building ready to open, but if not, they will have to provide a contingency plan; the Office of Charter Schools does not anticipate that they will not be able to open in an alternative facility.
- There was no further discussion.

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- This item is presented for Discussion in November and will return for Action during the December 2016 State Board of Education Meeting. (See Attachment EICS 2)

### **NEW BUSINESS**

- **NC Virtual Public School Executive Director's Update**
  - ❖ **Dr. Eliz Colbert (Executive Director, NCVPS)**
  - ❖ **Mr. Herman Hall (NCVPS)**

Dr. Colbert set the framework for this presentation about the NCVPS World Language program. She explained that when NCVPS opened, World Language was one of the drivers. She spoke briefly about the virtual advantage of NCVPS and how it has impacted world language access. In addition, she provided a snapshot of the NCVPS world language courses and enrollment for 2015-16. Top languages include: Spanish, French, Latin, German, Mandarin, Japanese, Russian and Arabic. Dr. Colbert explained that the critical languages also come with a language coach in addition to a teacher.

Next, Dr. Colbert introduced Mr. Herman Hall to speak about an enhancement to the World Language program through Culture Café. Using a PowerPoint presentation, Mr. Hall explained that the Culture Café is an hour-long presentation by NCVPS World Language staff about cultural, historical, gastronomic, political and geographical topics from the places where our languages are spoken. Extra-curricular in nature, the Culture Café is a great medium for Stretch Learning in the World Languages Department. Mr. Hall briefly reviewed some statistics since 2010, which include more than 320 presentations and 6,500 student participants. In addition, he provided a view of the calendar of events for Culture Café, which began on October 10 and runs through November 9. In closing comments, Mr. Hall announced that on the horizon for Culture Café are new American Sign Language (ASL) presentations this academic year as well as a Science, Technology, Education, Arts and Math (STEAM) Café Program.

Board member Willoughby said that she hopes this is being captured as part of the whole Global Education initiative. She also mentioned information that she received on Monday from the Global Training Initiative at NC State as it relates to cross-cultural understanding, noting that they do workshops. She suggested that NCVPS might consider a partnership with that initiative upon which a brief discussion ensued.

In response to Board member Christine Fitch's comments about American Sign Language and its availability to all students, Mr. Hall explained that traditionally the participants are those students already enrolled in NCVPS; however, he noted that the initiative is actually in the pilot phase. Dr. Colbert added that NCVPS does not currently offer American Sign Language, but would like it to be part of the catalog in the near future.

### **ADJOURNMENT**

Indicating no other business, EICS Committee Chair Rebecca Taylor adjourned the November 2016 meeting of the EICS Committee.

**EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING**  
**(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

The following members were present:

Olivia Oxendine, Chair  
 Reginald Kenan  
 Amy White  
 Patricia Willoughby

Christine Fitch, Local Board Member Advisor  
 Melody Chalmers, Principal of the Year Advisor  
 Keana Triplett, Teacher of the Year Advisor  
 Bobbie Cavnar, Teacher of the Year Advisor  
 Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman  
 A.L. "Buddy" Collins, Vice Chairman  
 June St. Clair Atkinson, State Superintendent

Greg Alcorn  
 Todd Chasteen  
 Wayne McDevitt  
 Rebecca Taylor

ES&P Committee Chair Olivia Oxendine called the November 2016 Educator Standards and Practices (ES&P) Committee meeting to order.

***DISCUSSION***

**ES&P 1 – State of the Teaching Profession**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Thomas R. Tomberlin (Director, Educator Human Capital Policy and Research)

**Description:**

General Statute §115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. LEAs are asked to complete an annual report on the reasons teachers leave their systems, submitting data to the Department of Public Instruction. The report of the 2015-16 school year is attached.

**Recommendation(s):**

The State Board of Education is asked to discuss this report in November.

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### **Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine prefaced this presentation by noting that this report was once known as the Teacher Turnover Report and recognized Dr. Thomas Tomberlin to present the important changes in the report.
- Dr. Tomberlin drew attention to the report located on Simbli eBoard and explained for those listening online that he would refer to the charts and graphs within the report rather than using a PowerPoint presentation.
- Dr. Tomberlin reviewed the Key Findings from the Department's analysis of the teaching profession on pg. 6 of the report. The analysis focused on attrition from the state and mobility across the districts. At the request of Dr. Atkinson for those listening online, Dr. Tomberlin provided the following definitions for attrition and mobility. Attrition is a reduction in the number of employees that occurs when employees leave an employing unit. Attrition can be measured at the state or LEA level. Mobility is the relocation of an employee from one LEA/charter school to another within the state of North Carolina. He added that for the purposes of this report, mobility only exists at the state level; employee mobility across LEAs/charter schools is considered to be attrition for the employing unit from which the employee departs. Dr. Tomberlin explained further that the way LEA attrition is calculated is the combined effect of state attrition and mobility.
- Among the findings reported by Dr. Tomberlin was the overall state attrition rate of 9.04% for 2015-16. He noted that one of the main questions about this attrition rate is at first glance about the dramatic decline in the percentage reported as teacher turnover from the 2014-15 school year, which was 14.5%. Dr. Tomberlin explained that it is not a decline, but rather a difference in the method of calculation. He explained further that turnover from the 2014-15 school year was the combined effect of leaving the state or transferring within districts, among other situations, stressing that the 9.04% is not comparable in any way to that 14.5% reported last year.
- According to the data, there were 95,549 teachers in the sample and 8,636 of those teachers are no longer employed in NC public schools. Dr. Tomberlin shared that one of the things the Department has tried to do with this report is to be clear about the differential attrition rates for different types of teachers. Drawing attention to the table on pg. 7, Dr. Tomberlin spoke briefly about the state attrition rates calculated by teacher category in 2015-16. The categories include: Experienced, Licensed Teachers; Beginning Teachers; Teach for America Teachers; VIF Teachers; and Lateral Entry Teachers. He noted that the attrition rate for Beginning Teachers at 12.78% is much higher than for other categories of teachers. As it relates to the Teach for America, VIF, and Lateral Entry teachers, Dr. Tomberlin suggested caution when looking at those numbers because many of those pick up beginning teachers within that secondary classification.
- Dr. Tomberlin also focused on the reasons for state attrition, noting that there are 28 reasons LEAs use to code their attrition data, and noted that the report only shows the reason codes for teachers who actually left the state. Referencing Table 2 on pg. 9 of the report, Dr. Tomberlin pointed out that the main reason category is personal reasons. Within that category, teachers who left due to family relocation are the largest group as are those who resigned due to career change or to teach in another state. Dr. Tomberlin noted that the overall main individual reason teachers left employment with NC public schools is retirement with full benefits at 19.8%.
- Dr. Tomberlin explained that it is important to understand not only how many teachers are leaving but the relative effectiveness of those teachers leaving the school system. He noted that the goal of any human capital strategy is to retain your most effective teachers and, if you suffer loss, it is among those who are the least effective in the profession/organization. Subsequently, Dr. Tomberlin

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shared that he used EVAAS data, noting that it is only a singular measure of teacher effectiveness but is the

one that differentiates among teachers. Dr. Tomberlin stated that it is reasonable to argue that this is a narrow view into teacher effectiveness, but it is currently the only one available to make any meaningful distinctions. He drew attention to Table 3 on pg. 12 of the report, which provides differences in average EVAAS Index Scores for teachers who remained in and departed from employment in NC public schools 2015-16. Dr. Tomberlin stated that the data show consistency across the board that those who leave the state in terms of EVAAS growth are on average approximately half an index point lower than teachers who remained. He explained that EVAAS is not used to compare two individual teachers; however, for this report, we are comparing groups of teachers in terms of average effectiveness. He stressed that this is not data that we should feel overly excited about because upon close examination there are teachers who are highly effective leaving the state, and it does not appear that North Carolina is doing a good job of retaining those in relation to those who are less effective. He noted that deeper investigation is warranted.

- Referring Board members to Table 6 on pg. 17, Dr. Tomberlin reviewed the five highest and lowest LEAs in state attrition rates for 2015-16. LEAs with the highest attrition rates include: Northampton County Schools-21.23%, Halifax County Schools-17.97%, Hoke County Schools-16.55%, Weldon City Schools-15.58%, Bertie County Schools-14.71%. Dr. Tomberlin pointed out that there are many LEAs experiencing attrition rates much higher than the state average of 9%. He stated that the goal of this report is to highlight the issues LEAs are facing and to elevate to the state's attention to the help they need regarding these high rates of attrition. For example, Northampton is losing about one in five of its teachers, not just to mobility, but these teachers are leaving employment with NC public schools.
- Dr. Tomberlin shared that the LEAs with the lowest attrition rate have potential to be studied to learn strategies that could be guarding against attrition that the rest of the state is experiencing. These LEAs include: Yadkin County Schools-4.75%, Surry County Schools-4.59%, Martin County Schools-4.00%, Stanly County Schools-3.99%, and Avery County Schools-3.51%.
- Teacher mobility, i.e., movement of teachers from one LEA to another, does have an impact on an LEAs ability to maintain instructional quality from year to year, according to Dr. Tomberlin.
- Table 7 on pg. 18 shows the five highest and lowest mobility rates for LEAs in 2015-16. LEAs with the highest mobility rates include: Thomasville City schools-17.54%, Halifax County Schools-17.05%, Lexington City Schools-14.62%, Tyrrell County Schools-14.58%, Northampton County Schools-11.64%. LEAs with the lowest mobility rates include: Carteret County Schools-1.41%, Mitchell County Schools-1.36%, Dare County Schools-1.30%, Cherokee County Schools-0.78%, and Clay County Schools-0.00%. Dr. Tomberlin noted that the average mobility rate across the state of 4.36% was much lower than he had expected when the analysis began, noting that it is about half of the state attrition rate. He added that he assumed before the analysis that there would have been a higher number of teachers transferring than actually leaving the state. Dr. Tomberlin reported that Thomasville City is suffering about four times the state average in terms of teachers leaving their LEA to move to another. He explained further that it is understandable that city schools would be more susceptible to mobility because they are housed within a county where teachers can easily transfer without relocating (no relocation costs associated with movement); this presents a challenge for LEAs related to preserving their ranks.
- Speaking briefly about the overall attrition and mobility rates combined, Dr. Tomberlin pointed out that Halifax and Northampton counties are losing approximately one in every three teachers (33%) each year due to state attrition and mobility.

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- In response to Board member Wayne McDevitt’s question, Dr. Tomberlin explained that as part of this report, a recoupment rate was calculated. Mobility has an impact on districts that lose teachers, but some districts also gain from those teachers moving around the state. The data captured show how many teachers came into an LEA from other school systems in that year. Directing Board members to Table 9 on pg. 21, Dr. Tomberlin spoke briefly about the five highest and lowest total recoupment rates for LEAs in 2015-16. LEAs with the highest recoupment rates include: Elkin City Schools-75.00%, Tyrrell County Schools-70.00%, Lincoln County Schools-64.71%, Whiteville City Schools-60.00%, and Newton-Conover City Schools-55.56%. Those LEAs with the lowest recoupment rates include: Bertie County Schools-10.81%, Rutherford County Schools-7.02%, Halifax County Schools-6.58%, Weldon City Schools-5.88%, and Madison County Schools-0.00%. Dr. Tomberlin stated that some districts do a good job at capitalizing on teacher mobility, noting that Elkin City Schools recouped three quarters of their losses by teachers moving LEA to LEA. He also pointed out that Lincoln County (a larger district) also seems to be effective in the recoupment arena; approximately two-thirds of their losses were recouped by teachers transferring. Dr. Tomberlin suggested that mobility from LEA to LEA is something that could be explored in greater detail.
- Vice Chairman Collins commended the report and its depth of detail. He shared that Winston-Salem Schools did a similar report in which a comparison was made with industries within the community to determine how the school system was doing in relation to industry. In response to Vice Chairman Collins’s question, a brief discussion occurred about whether VIF and Teach for America teachers are attributing to the high attrition rates in some counties. Dr. Tomberlin agreed that it would be interesting to look at those LEAs with high attrition rates to see what percentage of these sources is responsible.
- Chair Oxendine asked if “recoupment” addresses teacher shortage. Dr. Tomberlin clarified that recoupment does not offset the 9% at all. He explained that the 9% teacher loss by the state has to be made up somewhere outside of the mobility rate. He added that the recoupment rate tells the extent to which LEAs have to higher brand new teachers, teachers from other states or lateral entry teachers as opposed to hiring another experienced North Carolina teachers.
- Both measures need to be understood together in order to see which LEAs are suffering the most damage, according to Dr. Tomberlin. He drew attention to Appendix C on page 31, which calculates the LEA attrition rate (total loss of teaching force) and the recoupment rate (percentage of loss made back through teacher transfers). The difference between those is the percentage needed to be made up by teachers outside of existing North Carolina teachers, according to Dr. Tomberlin.
- Board member Patricia Willoughby spoke briefly about districts that are much more dependent upon Teach for America and VIF teachers than others, noting that these positions are for a finite period of time. In response to Ms. Willoughby’s comments, a brief clarifying discussion occurred about their effect on the attrition rates for the state.
- In addition, Dr. Tomberlin elevated the issue of a lack of confidence in the reason codes, noting that several reasons caused confusion among the media. Dr. Tomberlin explained that the reasons are what drive policy as well as percentages; therefore, finding better ways to capture this information from teachers who are either transferring or separating from employment with NC public schools is important. He noted there are very good reasons for why a teacher would prefer not to provide an honest reason for their departure, especially if it has to do with organizational structures for example. He suggested drilling down into how to capture honest reasons. A brief discussion occurred about the possibility of linking responses to the Teacher Working Conditions Survey, which isn’t a viable option, according to Dr. Tomberlin, because teachers are guaranteed confidentiality. Board member McDevitt pointed out that the numbers are approaching 4,000 teachers who have left the public



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- schools of North Carolina. He emphasized the importance of identifying things that can be done on a policy and a funding level to resolve this issue.
- Chair Oxendine suggested that one of the first steps might be to give attention to refining the reason categories. Dr. Tomberlin agreed that while some reasons are straightforward, others beg for deeper understanding.
- In summary comments, Dr. Tomberlin stated that there are some LEAs that are experiencing dire situations retaining their teaching force and attracting others through teacher mobility; therefore, they are left to fill their vacancies with the least effective group of teachers, including early career teachers, lateral entry teachers, and teachers coming from out of state. Our response, according to Dr. Tomberlin, will depend on policy decisions by the State Board and General Assembly.
- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment ES&P 1)

## ***DISCUSSION***

### **ES&P 2 – General Licensure Requirements – Initial License in Additional Content Areas**

**Policy Implications:** SBE Policy #TCP-A-001

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

#### **Description:**

Pursuant to General Statute § 155C-325(6), employees who hold a provisional license cannot be identified as a “teacher”. NCDPI recommends revising this policy to remove references to provisional licensing while still allowing LEAs the flexibility to assign teachers who hold a continuing license to other content areas. Policies changes to TCP-A-001 are limited to sections 1.25-1.55 and section 1.90.

#### **Recommendation(s):**

It is recommended that the State Board of Education approve the evaluation and licensure policy changes on the attached list.

#### **Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine recognized Dr. Tom Tomberlin to lead the discussion of this item.
- Dr. Tomberlin explained that there is one change in the policy related to granting emergency permits to teachers in core subject areas based on recommendations of the field, i.e., the Teacher Recruitment and Retention Advisory Council who expressed desire for flexibility in hiring especially at the elementary education level.

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- Subsequent to that policy shift, LEAs have communicated that it seems sensible that if we are going to allow emergency permits in the core areas, then we should allow provisional licenses in those core areas. Dr. Tomberlin explained further that this allows a teacher certified in one area to teach provisionally in another. He reported that LEAs argue that they would rather have an experienced teacher who understands instruction and classroom management in those roles than someone with no educational experience; he suggested that this seems like a reasonable request.
- Referring Board members to pg. 11 of SBE Policy #TCP-A-001 (1.40), Dr. Tomberlin reviewed the suggested policy revisions with an effective date of July 1, 2016. He also drew attention to the note in the policy, which clarifies that teachers granted a provisional license are eligible to receive the years of experience attributable to their original license.
- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment ES&P 2)

## ***DISCUSSION***

### **ES&P 3 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements**

**Policy Implications:** SBE Policy #TCP-A-004

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

#### **Description:**

The NC Department of Public Instruction recommends a change to existing State Board of Education policy related to eligibility requirements for teachers serving as mentors in the Beginning Teacher Support Process (BTSP). On the recommendation of HR directors across the state, NCDPI proposes to define and clarify eligibility requirements for mentors as established by state statute (GS §115C-296(e)). The policy changes also provide parameters for establishing and maintaining the mentor/beginning teacher relationship.

#### **Recommendation(s):**

It is recommended that the State Board of Education approve the evaluation and licensure policy changes on the attached list.

#### **Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine recognized Dr. Thomas Tomberlin to present this item.
- Dr. Tomberlin reminded Board members that the Legislature recently passed provisions around mentor teachers. Subsequently, there have been a lot of questions from the field about how the State Board would define certain terms in that statute that may be ambiguous for those in the school systems, according to Dr. Tomberlin.

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- Dr. Tomberlin elaborated briefly on the Department's recommended definitions and conditions for how mentor teachers will be selected in the field, located in Section 2.b on pgs. 6-7 of the policy.
- Referring to Dr. Tomberlin's last presentation on this issue, Chairman Cobey stated that there was great concern about not having a large enough pool of mentors. He asked if these changes will expand the number of potential mentors. Dr. Tomberlin explained that opening up the opportunity for elementary art teachers to serve as mentors would increase the pool the most, noting that they would have been excluded from the original model.
- Principal of the Year Melody Chalmers emphasized the challenges of finding teachers who want to put in the extra time to be mentor teachers. Local Board Member Advisor Christine Fitch also spoke briefly about the use of recently retired teachers to serve as mentor teachers. Noting that he was sharing his non-legal opinion, Dr. Tomberlin stated that retired teachers would not meet the definition of a mentor teacher. He stated that if LEAs are going to get relief, the General Assembly would have to change legislation. Dr. Fitch suggested that it is important for the State Board to advocate on behalf of the LEAs concerning this issue. In addition, State Superintendent Atkinson suggested that this could be a non-budgetary item included on the State Board of Education's agenda. She added that it is also important for LEAs themselves to advocate with local legislators for retired teachers.
- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment ES&P 3)

### **NEW BUSINESS**

#### **➤ Observation Calibration Tool for Principals**

- ❖ **Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent)**
- ❖ **Dr. Lynne Johnson (Director, Educator Effectiveness)**
- ❖ **Dr. Kimberly Simmons (Evaluation Coordinator, Educator Effectiveness)**
- ❖ **Dr. Cynthia Martin (Service Support Lead, Professional Development, Educator Effectiveness)**

Dr. Lynne Johnson prefaced this presentation by explaining that this item provides an overview of the Observation Calibration Tool process, available for assistant principals and principals across the state. Dr. Johnson explained that a small pilot was launched with grant money to launch this initiative and recognized Dr. Kim Simmons (Evaluation System Process Coordinator) to present an overview of this work.

Using a PowerPoint presentation, Dr. Kimberly Simmons provided an implementation update about the NC Observation Calibration Tool (OCT) process. She spoke briefly about the training and described the Observation Engine as an online evaluator training platform, combining Bloom Board, professional development resources with empirical educations and observer training. The goals are to increase observations skills resulting in stronger scoring calibration, increase rater agreement, and to provide a common experience for collaborative conversations to improve instructional leadership skills.

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Dr. Simmons described and elaborated on the content, online resources for educators, and resource sharing as it relates to the pilot results. The 2014-15 OCT pilot included 38 administrators from 20 LEAs. Participants' scoring improved over the course of the pilot. She added that it was discovered that utilizing OCT practice resources improved scoring, regardless of initial performance level. In addition, facilitated collaboration is the key to the NC Educator Evaluation System calibration.

Dr. Simmons spoke briefly about the first year of implementation partnership with Newton-Conover City Schools to heavily facilitate a group of principals who met monthly, completed group activities, and had rich discussions to dissect the standards. The data and feedback show that this group of principals had a richer experience with more benefits than the other participants across the state. Dr. Simmons also provided data related to the 2015-16 roll-out, which included 1,008 principals statewide, 58 LEAs and 11 charter schools. Twenty LEAs and five charter school have OCT facilitators. Recruitment occurred at the Principal READY meetings, from the Principal Council, and through Service Support Team outreach. Based on the collaborative work with Newton-Conover City Schools, two new ways to participate were offered; participants could serve as individual observers or whole LEA – locally facilitated, collaborative PD course. She provided a graphic map of OCT training participation across the state.

In conclusion, Dr. Simmons summarized the 2016-17 Projected OCT timeline.

Principal of the Year Melody Chalmers shared that the OCT can be very beneficial for principals to ensure that employees are rated fairly and accurately.

In response to Chair Oxendine's question, Dr. Simmons briefly described the OCT process.

### **ADJOURNMENT**

Indicating no other business, ES&P Committee Chair Olivia Oxendine adjourned the November 2016 meeting of the ES&P Committee.

**RECONVENE IN OPEN SESSION**

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman  
A.L. "Buddy" Collins, Vice Chairman  
Gregory Alcorn  
Todd Chasteen

Reginald Kenan  
Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Amy White  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Christine Fitch, Local Board Member Advisor  
Melody Chalmers, Principal of the Year Advisor

Keana Triplett, Teacher of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

**CLOSED SESSION**

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

*Upon motion made by Vice Chairman A. L. Collins and seconded by Ms. Patricia Willoughby, the Board voted unanimously to go into Closed Session to consult with our attorneys on attorney-client privileged matters to discuss personnel matters, and to consider the handling of the following case:*

- *John G. Scanlon v. June Atkinson*
- *Smith v. NC Department of Public Instruction; and*
- *Hoke County v. State of North Carolina and State Board of Education*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

*Upon motion made by Mr. Reginald Kenan, and seconded by Ms. Becky Taylor, the Board voted unanimously to recess the State Board of Education meeting until Thursday, November 3, 2016, at 9:00 a.m.*

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**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
November 3, 2016**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Todd Chasteen

Reginald Kenan  
Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Amy White  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Christine Fitch, Local Board Member Advisor  
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor  
Keana Triplett, Teacher of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor

### **CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Thursday, November 3, 2016, session of the State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey noted that, following last month’s meeting on the campus of Appalachian State University in Boone, the Board is back in Raleigh this month. He thanked Chancellor Sheri Everts and the College of Education faculty once again for their warm welcome and support of the Board and its work.

Chairman Cobey noted that the Board’s meetings are audio-streamed each month and are accessible through a link posted at the bottom of the Simbli eBoard agenda, along with all of the Board materials. Following a brief overview of the Thursday agenda, which was approved on Wednesday, Chairman Cobey read the Ethics Statement.

### **ETHICS STATEMENT**

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no

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conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Wayne McDevitt was recognized to lead the Board with the Pledge of Allegiance.

## **APPROVAL OF MINUTES**

### ***Discussion/Comments:***

- Chairman Cobey requested a motion to approve the minutes of the October 6, 2016, State Board of Education meeting and the October 24, 2016, conference call meeting.
- There was no discussion.

*Mr. Wayne McDevitt made a motion to approve the minutes of the October 6, 2016, State Board of Education meeting and the October 24 conference call meeting. Seconded by Ms. Amy White, the Board voted unanimously to approve the minutes as presented.*

Prior to moving to the Special Recognitions' portion of the agenda, Chairman Cobey reminded everyone of the devastation caused in many eastern North Carolina communities by Hurricane Matthew since the Board met in October. The Chairman noted that many of our school systems, schools, educators, students, families, and communities have suffered great losses from the flooding. He emphasized that the State Board holds all impacted by the storm in its thoughts and prayers as they struggle to recover. Chairman Cobey recognized State Superintendent June Atkinson for remarks on the situation.

After making brief comments about the challenges of the LEAs, families and children affected by the flooding, Dr. Atkinson reported that LEAs are working diligently to restore their schools to a normal state. Dr. Atkinson elevated a situation in Lenoir County where they are trying to locate approximately 200 students who were displaced due to the flooding. In addition, Dr. Atkinson recognized Dr. Ben Matthews to describe the Department of Public Instruction's services to LEAs and schools in times of emergency, and to provide an update about the fiscal damages. She also noted that Ms. Eileen Townsend and staff are among the first responders when catastrophic events of this nature take place and thanked them for their efforts.

Dr. Matthews prefaced this update by explaining that statutorily the Department is charged with maintaining a public school insurance fund - a self-insurance fund that is available to school systems and community colleges across the state; 84 LEAs take part in this fund for their property coverage and 33 three of the 58 community colleges also take advantage of the fund in terms of property coverage. It is not mandatory that school systems use this service, according to Dr. Matthews. He explained that 18 LEAs and 70 total schools sustained damage; Robeson County sustained the most damage – 14 schools were damaged along with the entire central office, school nutrition warehouse and transportation warehouse. He noted, thankfully, that no school buses were lost. The College of Albemarle sustained minor damage on its

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community college campus. The estimated value of losses is \$8.9 million. Dr. Matthews explained that staff have been working closely with FEMA and State Emergency Management to connect the LEAs to those services. In closing comments, Dr. Matthews spoke briefly about the Department's staff with immediate feet on the ground to provide support and evaluate the aftermath.

## **SPECIAL RECOGNITION**

Chairman Cobey requested Mr. Wayne McDevitt, Chair of the Special Committee on Global Education, to recognize the accomplishments of a teacher and several schools who have embraced global education and to make comments on the continuing work of the Special Committee on Global Education.

Mr. McDevitt spoke briefly about the Task Force on Global Education's work and initiatives going on across the state at different levels. He added that many of the successes have been around the Global Education Plan, which was embraced by the State Board. He encouraged members to review that plan, which he described as comprehensive and rigorous, noting that the findings are still current with the action plan and rubrics developed around the findings.

Citing today's Special Recognition as a celebration of continuous hard work, Mr. McDevitt recognized Ms. Helga Fasciano to provide a brief overview of the Global-Ready Program and present today's honorees. As she was coming forward, Mr. McDevitt recognized the partners in the implementation phase of this initiative who were present in the audience: World View, Go Global NC and VIF International Education.

## **GLOBAL-READY PROGRAM**

- **First Global Educator Digital Badge Completer**
  - ❖ **Ms. Brenda Todd (Rocky River Elementary School, Union County Schools)**
- **Global-Ready School Designation**
  - ❖ **Prepared Level – Global-Ready School**
    - a. **East Mecklenburg High School**  
**Mr. Richard Parker, Principal (Charlotte-Mecklenburg Schools)**
    - b. **Harrisburg Elementary School**  
**Ms. Tonya Williams, Principal (Cabarrus County Schools)**
    - c. **Harris Road Middle School**  
**Mr. Raymond "Tripp" Aldredge, III, Principal (Cabarrus County Schools)**
  - ❖ **Model Level – Global-Ready School**
    - a. **Carolina Forest International Elementary School**  
**Ms. Leanne Ervin, Principal (Onslow County Schools)**

Ms. Helga Fasciano provided a historical review of the State Board of Education's Task Force on Global Education Final Report, approved in January 2013, outlining several actionable items.



### **Global Educator Digital Badge Recognition**

In 2014, the SBE took action on the Global Educator Digital Badge (GEDB) policy for teachers and again in October 2015 when additional teacher categories and administrators were added for eligibility to receive the badge. Ms. Fasciano reported that there are just over 400 educators (teachers, principals and central office staff) officially enrolled and she has anecdotal confirmation of many more agreements on their way. Ms. Fasciano explained further that the Global Educator Digital Badge process is closely aligned with the current educator evaluation process so that this is seamless integration and not an additional requirement for the educator. The Capstone Project is the artifact that validates that the educator has demonstrated their global competence through the ability to develop, or support the classroom teacher in developing, their student's capacity and disposition to understand and act on issues of global significance while teaching the *North Carolina Standard Course of Study*. The candidate has two years from official enrollment to complete the requirements. Attainment of the GEDB is not an endorsement on the educator license; rather it is a reflection of the focused professional development in alignment with the educator's professional development plan or goals and strategies resulting in classroom, school, or district global education practice as demonstrated in the Capstone Project artifact.

Ms. Fasciano recognized Dr. Tom Bulla (Director for Human Resources Operations, Union County Public Schools) who spoke briefly about Global Education efforts in Union County and introduced the first completer of the Global Educator Digital Badge, Ms. Brenda Todd. Using Schoolnet in Home Base, Ms. Todd described her Capstone Project and requirements in detail.

Following her presentation, Ms. Todd was invited forward, along with Dr. Bulla, to receive a framed certificate recognizing her achievement.

### **Global-Ready School Designation**

According to Ms. Fasciano, the State Board adopted the criteria that defined a Global Education Ready School in January of 2015. The criteria were developed by North Carolina administrators who were already engaged in successful global education programs and instructional strategies. The resulting criteria clearly describe the steps a school can take towards achieving the designation from the State Board of Education. This rubric is the basis for the application process. Schools self-assess where they are on the rubric and submit a narrative and evidences to substantiate their ratings on school-wide global education engagement. Schools may apply for Acknowledgement or full Designation. Schools that apply for Acknowledgement are beginning to implement the strategies outlined in the criteria to move towards the full designation level. These submissions are reviewed and feedback provided on what is going well, strategies for improvement, suggestions on resources, professional development and networking opportunities. For the 2015-16 application cycle, Carolina International K-12 Charter School (Concord, NC) and Glenn Alpine Elementary (Burke County Schools) applied for Acknowledgement and have received their official letters from the State Superintendent's office.

Prior to recognizing the schools that have achieved the State Board of Education's requirements for the Global-Ready School Designation, Ms. Fasciano reiterated her appreciation to the Global Education partners represented in the audience: Go Global NC, VIF International Education and World View. She explained that these partners have provided global education support and professional development to one or more of these four schools recognized.

### **Prepared Level – Global-Ready School**

The following three schools have received the Prepared Designation, which means these schools effectively implement systems and structures (processes) to support global readiness. Many components of global education are embedded school-wide including sound, well-embedded practices showing positive impact on students.

#### ➤ **East Mecklenburg High School**

##### ❖ **Mr. Richard Parker, Principal (Charlotte-Mecklenburg Schools)**

In addition to Principal Richard Parker, other East Mecklenburg High School and district representatives present for this special recognition include: Ms. Heather LaJoie, IB Lead Teacher) and Ms. Debra Semmler (Science Teacher); Students: Mr. Ecab Amor (Senior), Ms. Barbara Castro (Senior), Ms. Miranda Hobbs (Senior), Ms. Sara Holley (Senior), Ms. Hanna Wondmagegn (Senior), Mr. Simon Gordon (Junior) and Ms. Miracle Okoro (Junior); and Ms. Nicolette Grant (Executive Director).

#### ➤ **Harrisburg Elementary School**

##### ❖ **Ms. Tonya Williams (Principal, Cabarrus County Schools)**

In addition to Principal Tonya Williams, other Harrisburg Elementary Global Committee representatives and district representatives present for this special recognition include: Ms. Krista Eason (Assistant Principal), Ms. Michelle Allen (Kindergarten Teacher, Global Committee Rep.), Ms. Laura Sosa (1<sup>st</sup> grade teacher, Global Committee Rep.), Ms. Regina Sapp (2<sup>nd</sup> grade teacher, Global Committee Rep.), Ms. Amanda Cutts (3<sup>rd</sup> grade teacher, Global Committee Rep.), Ms. Chelsea Chandler (5<sup>th</sup> grade teacher, Global Committee Rep.), Ms. Kathy Braswell (Art teacher, Global Committee Rep.); Dr. Chris Lowder (Superintendent, Cabarrus County Schools) and Ms. Jessica Garner (Global Education Coordinator, Cabarrus County Schools).

#### ➤ **Harris Road Middle School**

##### ❖ **Mr. Raymond “Tripp” Aldredge, III, Principal (Cabarrus County Schools)**

In addition to Principal Tripp Aldredge, other Harris Middle School and district representatives present for this special recognition include: Mr. Chris Balga (Assistant Principal), Ms. Tanya Walter (Science Blended-Learning Teacher Assistant), Ms. Sandy Marshall (Health Teacher), Ms. Michelle Chen (Chinese & Global Studies Teacher); Dr. Chris Lowder (Superintendent, Cabarrus County Schools) and Ms. Jessica Garner (Global Education Coordinator, Cabarrus County Schools).

### **Model Level – Global-Ready School**

Ms. Fasciano shared that Carolina Forest International Elementary is the first school to receive the Model Designation, which means this school consistently implements systems and processes to support global readiness. The school is a leader for other schools to replicate or model. Global readiness is embedded in the school’s culture and well-developed, cutting edge practices showing consistent, high-level student impact.

➤ **Carolina Forest International Elementary School**  
 ❖ **Ms. Leanne Ervin, Principal (Onslow County Schools)**

In addition to Principal Leanne Ervin, other Onslow County School representatives present for the special recognition include: Ms. Laurie Crowder (Multi Media Coordinator), Ms. Tracy Hill (Assistant Principal), Ms. Tammy Clark (4th grade Teacher, Teacher of the Year), Ms. Ana Lopez (1st grade Splash teacher/ Spanish dual language), Ms. Yvonne Ketchum (Kindergarten teacher), Ms. Shannon Porterfield (Kindergarten teacher), Ms. Melonie Shepard (Reading specialist 3-5), and Ms. Pam McGovern (Instructional Assistant).

In closing comments, Ms. Fasciano noted that with the designation of these four schools and the one school designee from last year, we now have K-12 representation of Global-Ready Schools in North Carolina.

All presentations were photographed.

## **STATE SUPERINTENDENT'S REPORT**

### **Graduation Achievement Awards**

#### **NC Schools Celebrate Highest Graduation Rate in State History**

Principals, superintendents and other invited guests celebrated the highest graduation rate ever achieved in North Carolina at an October 25 luncheon in Durham.

- Since 2006, the first year the state reported a four-year cohort graduation rate, the percentage of students graduating from high school in four years or less has risen from 68.3 percent to 85.9 percent.
- The celebration honored 70 high schools and 12 school districts across North Carolina.

Special honors went to

- The top 10 school districts with the highest graduation rates in the state regardless of cohort size
  - Avery County Schools – 95.8%
  - Dare County Schools – 95.4%
  - Elkin City Schools – 95.3%
  - Newton Conover City Schools – 93.5%
  - Greene County Schools – 93.3%
  - Jones County Schools – 93.2%
  - Union County Public Schools – 92.8%
  - Macon County Schools – 92.6%
  - Asheboro City Schools – 92.6%
  - Yancey County Schools – 91.8%
- Highest graduation rate by district size
  - Large – Greater than 2,000 Students in Cohort
    - ❖ Union County Public Schools – 92.8%
  - Medium – 1,000 – 1,999 Students in Cohort
    - ❖ Burke County Schools – 91.3%

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- Small – Less than 1,000 Students in Cohort
  - ❖ Avery County Schools – 95.8%

Also receiving awards were

- The top two schools in each of six categories by size of the graduating class (cohort size).
- The 62 high schools and early college high schools that have graduated 100 percent of their class after a four-year period.
- High schools graduating 95 percent or more of their students but falling short of 100 percent received a certificate of achievement and a letter commending them on their accomplishment.

To receive an award, schools must have 10 or more students in their cohort. The full report on the state's cohort graduation rates, as well as previous years' reports, is available online at [www.ncpublicschools.org/accountability/reporting/cohortgradrate](http://www.ncpublicschools.org/accountability/reporting/cohortgradrate).

### **NAEP Results/NC Students Improve Science Achievement**

North Carolina fourth and eighth grade students showed improvement in science achievement in 2015, according to the National Assessment of Education Progress (NAEP).

- Fourth graders scored on par with the nation, and eighth graders scored lower than their national counterparts.
- North Carolina fourth and eighth graders were tested in science in 2015 as part of the ongoing review of science achievement in the states and nation. The NAEP science assessment was first administered in 2009.
- In 2015, the average score of fourth grade students in North Carolina was 154, up from 148 in 2009. This was not significantly different from the average score of 153 for public school students in the nation.
- Thirty-six percent of North Carolina fourth grade students scored at the Proficient level or above, up from 30 percent in 2009. More students also scored at the Basic level (76 percent) when compared with 69 percent in 2009.
- Eighth graders also improved their performance between 2009 and 2015. The average score for eighth graders in North Carolina was 150, an increase over the 2009 average score of 144. North Carolina's eighth graders scored lower than the national average score of 153.
- Thirty-one percent of North Carolina eighth grade students scored at or above the Proficient level, also an improvement over the 2009 figure of 24 percent. The percentage of students scoring at or above the Basic level increased as well from 56 percent in 2009 to 64 percent in 2015.

NAEP scores showed that male and female students scored similarly at both fourth and eighth grade. Gaps among Black, Hispanic, White, and Economically Disadvantaged student groups continue to persist although there were small improvements over time.

### **Principal of the Year Summit**

#### **Principals Meet for Annual NC Summit**

North Carolina Principal of the Year Melody Chalmers chaired the annual North Carolina Principal of the Year Summit on October 28, 2016, at the Durham Hilton Hotel in Durham.

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- The theme for this year's summit was *"Let's Talk: Leaders Empowering and Engaging Each Other."*
- Funded through a grant from IBM Corporation, the day was filled with information principals can use at their school and in their district on the latest trends in using tools to engage the schools, parents and the community in public education.

The Superintendent's Principal Advisory Council met prior to the summit and provided input on North Carolina's Every Student Succeeds Act (ESSA) draft plan.

## ESSA Sessions

### Four public input sessions completed

NC DPI staff completed four fall public input sessions in October with meetings in Wilkesboro, Jacksonville, Waynesville and Burlington.

- Scheduled input sessions in Fayetteville and Tarboro were cancelled due to flooding from Hurricane Matthew and are yet to be rescheduled.
- The online draft [plan](http://www.ncpublicschools.org) is still open for public comment review under Highlights at [www.ncpublicschools.org](http://www.ncpublicschools.org).

## Parent Advisory Council meets

The Superintendent's Parent Advisory Council met October 21 in Raleigh. Council members met to share information and receive updates on early learning initiatives. Agenda topics included

- Kindergarten Readiness
- Every Student Succeeds Act
- K-3 Literacy
- NC Check-Ins

## New Additions Join DPI Team

- Anikko Gorham – Education Program Administrator I – Exceptional Children
- Jordan Kincaid – Business and Technology Application Analyst – Technology Services
- Melany Paden – Education Program Director – District and School Transformation
- Tonia Keyes – Program Assistant V – School Support-Plant Operations
- Mia Johnson – Education Consultant I – K-3 Literacy
- Amanda Byrd – Education Consultant II- Exceptional Children
- Mashonda Southerland – Departmental Purchasing Agent I – Purchasing and Contracts
- Phylisha Sanders - Education Consultant II – K-12 Curriculum and Instruction

## Recent Activities of the State Superintendent

### ☐ Attended and/or delivered remarks/keynote address at

- Women in Leadership Symposium, Asheville, NC
- Avery County Leadership Cabinet meeting, Boone, NC
- Walk to School event, Blowing Rock School, Boone, NC
- Walk to School event, Hardin Park School, Boone, NC
- Piedmont Triad Education Consortia Superintendent meeting, Winston Salem, NC
- Gamma Delta Chapter 40<sup>th</sup> Anniversary celebration, Jefferson, NC
- Buncombe County Association of Educators, Asheville, NC
- UNC President Margaret Spelling's Inauguration event, Chapel Hill, NC
- Sandhills Regional Education Consortia Superintendent meeting, Carthage, NC

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- UNC Center for School Leadership Development, Chapel Hill, NC
- NC CTE Director's meeting, Fayetteville, NC
- K-12 Global Education Symposium, Raleigh, NC
- NC Business Committee for Education Board meeting, Raleigh, NC
- Heritage Calendar reception, Raleigh, NC
- Internal Management meeting, Raleigh, NC
- Oxford Bicentennial celebration, Oxford, NC
- Parent Advisory Council meeting, Raleigh, NC
- ASCD Conference, Greensboro, NC
- Graduation Achievement Awards Recognition Ceremony and luncheon, Durham, NC
- Testing and Growth Advisory Council meeting, Greensboro, NC
- Principal Advisory Council meeting, Durham, NC
- Principal of the Year Summit, Durham, NC

### **Visited**

- Banner Elk Elementary School, Banner Elk, NC
- Avery High School, Newland, NC
- Newland Elementary School, Newland, NC
- Blue Ridge Academy, Newland, NC
- Crossnore Elementary, Crossnore, NC

### ➤ **Legislative Report**

#### ❖ **Ms. Rachel Beaulieu (Legislative Liaison)**

Ms. Rachel Beaulieu presented the annual Report on Education Legislation for the Board's information and review. Ms. Beaulieu noted that the Report is posted on the public school website, and is distributed widely across the state to education stakeholders. Special appreciation was expressed to Mr. Bob Jansen, Ms. Anne Murtha and the legislative office for compiling the contents of the Report.

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## INFORMATION AGENDA

### STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)

In the absence of SLA Committee Chair Eric Davis, Chairman Cobey recognized Dr. Olivia Oxendine, as the Vice Chair of SLA for the Information item introduction.

#### **INFORMATION**

#### **SLA 3 – Advisory Councils for the Residential Schools Annual Reports 2016**

**Policy Implications:** SBE Policy #TCS-B-007

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Goal 2:** Every student has a personalized education plan.

**Objective 2.2:** Increase the number of teachers and students using digital learning tools.

**Objective 2.3:** Increase the number of schools designated as a Science, Technology, Engineering and Mathematics (STEM) or Global Education Ready.

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

**Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

**Objective 4.3:** Use state and federal funding according.

**Goal 5:** Every student is healthy, safe, and responsible

**Objective 5.1:** Create and maintain a safe and respectful school environment

**Objective 5.2:** Promote healthy, active lifestyles for students

**Presenter(s):** Mr. Adam Levinson (Chief of Staff) and Ms. Barbria Bacon (School Director/ Superintendent, Governor Morehead School for the Blind)

#### **Description:**

The policy establishing Advisory Councils for the Residential Schools outlines within Advisory Council procedures, “By July 1st of each year, the Advisory Council shall submit an annual report of activities and recommendations to the State Board of Education. This report must be made available to the public.”

#### **Recommendation(s):**

It is recommended that the North Carolina State Board of Education review and formulate any questions they might have regarding the reports from the Advisory Councils for the Residential Schools for the Deaf and the Blind.

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### **Discussion/Comments:**

- SLA Committee Vice Chair Olivia Oxendine recognized Mr. Adam Levinson to present this item.
- Representing Ms. Barbria Bacon who was unable to attend this meeting, Mr. Levinson used a PowerPoint presentation to highlight the annual report of Residential Schools' activities and recommendations to the State Board. Currently, 182 students are enrolled in the Residential School program. Mr. Levinson spoke briefly about the SBE appointed five-member Advisory Council for each of the Residential Schools, which are comprised of representatives of the blind or deaf community, the county where the school is located, special education services, local school district, and member at large.
- After reviewing the Advisory Councils' recommendations for 2015-16, which included new SBE policies, calendars for 2016-17, and salary-related issues, Mr. Levinson presented the 2016-17 recommendations as follows:

### **Eastern NC School for the Deaf**

1. Develop ENCSD as an American Sign Language Assessment Resource Center
2. Expand our ENCSD/National Technical Institute for the Deaf Dual Credit courses, within the CTE and academic programs
3. Increase literacy scores for each student attending ENCSD
4. Continue to give ongoing attention to the goals created for the 2015-16 year, including but not limited to: Reestablishing the Preschool Program for Deaf and Hard of Hearing Children

### **Governor Morehead School for the Blind**

1. Support increased salary supplements for GMS staff
2. Disseminate GMS accomplishments to the public
3. Support making GMS a hub for integrating assistive technology in the instruction of visually impaired (VI) students
4. Help the SBE/DPI to understand the unique needs of GMS as a residential facility
5. Engage with other stakeholders and partners in the VI world to secure support for GMS

### **NC School for the Deaf**

1. Endorse the reestablishment of a preschool program at NCSD
  2. Advocate for advancement of career education opportunities for deaf and hard of hearing students
  3. Collaborate in formation of a program for student who are deaf with serious behavioral diagnosis
  4. Promote a Global School of Deaf Culture by enrolling international students and accepting tuition
  5. Permit enrollment increases in special schools by making them schools of "CHOICE"
- Board members asked about the priority order of these recommendations to which Mr. Levinson responded that he was unsure about the order of the priorities, but would ask and provide the answer to Board members.
  - Vice Chair Olivia Oxendine ask Mr. Levinson to clarify the Board's actions related to this item. Mr. Levinson explained that this item is submitted for information purposes in order to begin a dialogue this month.
  - A brief discussion occurred regarding a facility plan with regard to capacity.
  - There was no further discussion.



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This item is presented for Information only during the November 2016 State Board of Education meeting.  
(See Attachment SLA 3)

### **CONSENT AGENDA**

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

Chairman Cobey noted a total of nine items for consideration, and asked if any Board members wanted to remove any item from the Consent Agenda. There were no requests.

*Upon motion by Vice Chairman A.L. Collins and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments BSOP 5, BSOP 6, BSOP 7, BSOP 8, BSOP 9, EICS 3, EICS 4, EICS 5 and EICS 6)*

### **BUSINESS OPERATIONS COMMITTEE CHAIR REPORT (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

#### ***CONSENT***

#### **BSOP 5 – Bonuses for Advanced Placement (AP) and International Baccalaureate (IB) Pilot Program**

**Policy Implications:** Appropriations Bill 2016-94, Section 8.8; SBE Policy #TCS-M-003

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

#### **Description:**

Appropriations Bill 2016-94 Section 8.8 appropriates \$4,300,000 to pay teachers of Advanced Placement (AP) and International Baccalaureate (IB) students bonuses based on the exam results.

The bonus is based on exams taken in the 2015-16 school year, is specified as \$50 per exam at a grade 3 or above on AP or 4 or above on IB, and has a maximum of \$2,000 per teacher per year. To be eligible

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the teacher must be teaching advanced courses in the same LEA at least until the bonus is paid in January.

**Recommendation(s):**

It is recommended that the State Board of Education approve the proposed policy.

***CONSENT***

**BSOP 6 – Industry Certifications and Credentials Teacher Bonuses**

**Policy Implications:** Appropriations Bill 2016-94, Section 8.9

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Appropriations Bill 2016-94 Section 8.9 appropriates \$600,000 for bonuses for teachers for each of their students who earn an approved industry certification or credential as defined by the Department of Commerce in collaboration with the State Board of Education.

The bonus is based on certifications and credentials earned in the 2015-16 school year, are specified as \$25 or \$50 per student depending on the value, and has a maximum of \$2,000 per teacher per year. To be eligible, the teacher must be teaching courses leading to approved certification in the same LEA at least until the bonus is paid in January.

**Recommendation(s):**

It is recommended that the State Board of Education approve the proposed policy.

***CONSENT***

**BSOP 7 – Third-Grade Teacher Reading Performance Pilot**

**Policy Implications:** Appropriations Bill 2016-94, Section 9.7

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

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**Description:**

Appropriations Bill 2016-94 Section 9.7 appropriates \$10,000,000 for bonuses for third-grade reading teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

The General Assembly allotted \$5,000,000 based on bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in the state according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.

The General Assembly allotted \$5,000,000 to pay bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be split proportionally based on average daily membership for each local school administrative unit and then distributed equally among qualifying teachers in each LEA.

**Recommendation(s):**

It is recommended that the State Board of Education approve the proposed policy.

**CONSENT**

**BSOP 8 – LEA-Wide Weather-Related Calendar Waiver Requests**

**Policy Implications:** General Statute §115C-84.2; SBE Policy #TCS-V-000

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mrs. Alexis Schauss (Director, School Business Division), and Ms. Gwen Tucker (Section Chief, School Financial Reporting)

**Description:**

LEAs that have been closed eight or more days in four of the last ten years meet the criteria to request a waiver. This waiver is only for the opening date of the school year.

LEAs that receive a waiver may have the first instructional day no earlier than the closest Monday to August 19; all other provisions related to the school calendar law apply.

For school year 2017-18, 14 LEAs are eligible for a weather-related waiver and 14 are requesting the waiver.

**Recommendation(s):**

It is recommended that the State Board of Education approve these waiver requests.

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## ***CONSENT***

### **BSOP 9 – Report on the Educator Licensure Processing System**

**Policy Implications:** Session Law 2015-241 (HB 97), Section 8.40

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

#### **Description:**

The Licensure Section of the Department of Public Instruction (DPI) is responsible for examining credentials and issuing professional educator's licenses that qualify individuals to seek employment as teachers, administrators and other special service personnel in North Carolina public schools on behalf of the State Board of Education. The following information is provided to meet the reporting requirement of Session Law 2015-241, Section 8.40, reprinted below:

By October 15, 2016, DPI shall report to the Joint Legislative Education Oversight Committee (JLEOC) regarding the operation of the educator licensure processing system, including implementation of the electronic processing of applications. The report shall include at least the following information:

(1) The estimated processing time from receipt of application to issuance of a license in each category of licensure, including initial licensure, lateral entry licensure, renewal of a license through the automated electronic system, renewal of a license manually, out-of-state licensure reciprocity, and advanced degrees. The report shall include comparative data related to the processing of licenses in each licensure category prior to August 1, 2015.

(2) The schedule of licensure fees and services, including any changes in the prior year made to the fee amounts or services for which fees are charged.

(3) Any backlog of the processing of applications existing at the time of the report, including the categories of licensure experiencing such backlog.

(4) Data for the following from the prior year:

- a. Number of applications received and transactions completed.
- b. Number of newly licensed educators.
- c. Number of licensure renewals.
- d. Demographic information regarding currently licensed educators.
- e. Number of licenses issued by area of licensure and type of license.
- f. Number of initial licenses for the following:
  1. Graduates of educator preparation programs.
  2. Lateral entry.
  3. International educators.
  4. Out-of-state educators seeking reciprocity.

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**Recommendation(s):**

It is recommended that the State Board of Education approve the report.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

***CONSENT***

**EICS 3 – 2015-16 Report to the Joint Legislative Education Oversight Committee: Low-Performing Districts and Schools, Improvement Planning, and Statewide Support**

**Policy Implications:** General Statute §115C-15(25) Section 8.25(b)

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation)

**Description:**

The following report provides a brief summary of legislation about the definition of low-performing schools and low-performing local school administrative units. In addition, the report provides a general analysis of trends and patterns identified in the plans submitted to the Department of Public Instruction for feedback. Also included in the report are the final results of performance and growth data for low-performing districts and schools for the 2015-16 school year. The following bullets provide highlights from the report:

- When comparing the results from 2014-15 to 2015-16, there is an overall decrease of 92 low-performing schools, from 581 to 489.
- The same is true when comparing the low-performing districts in 2014-15 to 2015-16, with a decrease of 5.
- 100% of the district and school plans were submitted, reviewed and posted to the NC Department of Public Instruction website.
- The 2016-17 low-performing school plans will utilize the NCStar management tool to submit and monitor progress for each low-performing school.

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### **Recommendation(s):**

It is recommended that the State Board accept this report as written to submit to the Joint Legislative Education Oversight Committee (JLEOC) by the due date of January 15, 2017.

### ***CONSENT***

#### **EICS 4 – KIPP-Charlotte Mission Statement Amendment Request**

**Policy Implications:** SBE Policy #TCS-U-014

### **SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board), and Mr. Brian Smith (Consultant, Office of Charter Schools)

### **Description:**

State Board of Education (SBE) policy TCS-U-014 section 1(d) states that altering the mission or targeted student population requires SBE approval prior to implementation. KIPP Charlotte is seeking approval to change its previously approved mission statement. While the current mission statement incorporates many of the elements of the revised mission statement, the KIPP Charlotte board believes the new mission statement reflects a more succinct and accurate statement of its true purpose. The original and revised mission statements along with supporting documentation are provided for SBE consideration.

### **Original Mission Statement**

As a KIPP school, the mission of KIPP Charlotte will be to provide students with the rigorous academic, character, and civic training they need to both succeed in and contribute to their high school, college, family, community, and world. This mission will be carried out using some of the design features that have been proven at KIPP schools and school districts across the nation. Most specifically, using KIPP's five Pillars, we will achieve our mission. These five pillars are

1. High expectations: KIPP Charlotte will have clearly defined and measurable high expectations for academic achievement and conduct/character.
2. Choice and commitment: KIPP Charlotte students, parents, and faculty will choose to participate in the program. They will be responsible to each other for the success of the students and the school.
3. More time: KIPP Charlotte will support the pillar that there are no shortcuts when succeeding in academics for life. By spending more time in school learning, youth will learn more. That is why KIPP Charlotte will be open weekdays from 7:30 a.m. to 5:00 p.m., twice a month on Saturdays, and three weeks during the summer.
4. Power to lead: The principal of KIPP Charlotte will understand that the making of a great school is great leadership. He or she will receive support and flexibility from KIPP to make that happen.
5. Focus on results: KIPP Charlotte will not waiver in its focus on high student performance on standardized tests and other objective measures.

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### Amended Mission Statement

KIPP Charlotte Public Schools provides a quality education that enables students in underserved communities to climb the mountain to and through college, lead choice-filled lives, and be the future leaders and change agents of Charlotte and the world beyond. We do this by cultivating the habits of mind, character skills, and knowledge necessary for our students' success.

### **Recommendation(s):**

The Office of Charter Schools (OCS) recommends that the State Board of Education accept this amendment request to change KIPP Charlotte's mission statement.

### ***CONSENT***

### **EICS 5 – Ignite Innovation Academy-Pitt Transportation Amendment Request**

**Policy Implications:** SBE Policy #TCS-U-014

### **SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Mr. Brian Smith (Consultant, Office of Charter Schools)

### **Description:**

State Board of Education (SBE) policy TCS-U-014 section 1 (g) states that "Changes to the application with respect to student transportation must receive SBE approval prior to implementation."

In May 2016, Ignite Innovation Academy Pitt deemed Pitt County Boys and Girls Club and Pitt Area Transit System no longer options for providing transportation as monetary commitments resulting from these partnerships would cause the school to exceed expenses available in their budget. Instead, Ignite Innovation Academy Pitt's board decided to purchase two buses to meet its student transportation needs. The school board request along with other supporting documentation is submitted with this request for SBE consideration.

### **Recommendation(s):**

The Office of Charter Schools (OCS) recommends that the State Board of Education approve the Ignite Innovation Academy-Pitt amendment request for student transportation services.

**CONSENT****EICS 6 – Annual Charter Schools’ Performance Framework Summary Report****Policy Implications:** SBE Strategic Plan**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Ms. Cande Honeycutt (Consultant, Office of Charter Schools)

**Description:**

In September 2014, the State Board of Education (SBE) commissioned the Office of Charter Schools (OCS); through its strategic plan, to develop and implement a Performance Framework (PF). Specifically, the PF captures school data trends over time, is a part of the renewal process, and may be used for high-stakes decision-making. Information outlined in the PF allows OCS to provide charter schools, SBE, and Charter Schools Advisory Board (CSAB) one consistent document to determine whether a charter school is meeting academic, operational and financial goals.

The OCS published the first PF for charter schools in June 2015. At the August 5, 2015, meeting, OCS updated the SBE on the June 2015 PF and outlined next steps for the 2016 release. After receiving feedback from the field and upon recommendation of the CSAB, OCS made adjustments to the PF to include information only required by statute, SBE policy, and the charter agreement. Further changes included producing a more simplified document to contain two (2) ratings (Compliant and Not Compliant) and streamlining the data collection/review process using Microsoft SharePoint. Finally, a timeline was established to align the PF release with the NC Department of Public Instruction's (NCDPI) annual academic data announcement.

The 2016 PF data collection period started June 23, 2016, and concluded July 8, 2016. Prior to the data collection period, OCS provided training to all charter schools on using Microsoft SharePoint. During the data collection process, technical assistance was granted as needed. Extensions were granted to charter schools requesting additional time to submit information. OCS reviewed and provided feedback for items submitted for the PF from July - August 2016. OCS then provided a correction period for schools to adjust items to ensure compliance with statute, SBE policy, and the charter agreement. Any school not making specific corrections or submitting requested documentation after extension requests received a rating of "Not Compliant" for the 2016 PF.

At is September 2016 meeting, the CSAB recommended that the OCS produce a report to the SBE each year to summarize charter schools progress with meeting academic, financial, and operational goals. The attached report, approved by the CSAB on October 13, 2016, summarizes the performance of the 157 charter schools operating during the 2015-16 school year.

**Recommendation(s):**

The Office of Charter Schools recommends that the State Board of Education accept the 2016 Performance Framework Summary Report.



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## **ACTION AND DISCUSSION AGENDA**

### **EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

#### ***DISCUSSION***

#### **EICS 1 – Nominations to the North Carolina Virtual Public School Advisory Council**

**Policy Implications:** N/A

#### **SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.2:** Increase the number of teachers and students using online tools.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

#### **Description:**

SBE policy outlines the North Carolina Virtual Public Advisory Council membership requirements. Nominations for four new members and two reappointments are presented to the State Board of Education for consideration.

The complete listing of the Advisory Council membership is attached. Resumes for individuals being nominated for the first time are attached for SBE review.

#### **Recommendation(s):**

The Charter Schools Advisory Board requests the State Board of Education to discuss and approve nominations for new membership and reappointments to the North Carolina Virtual Public School Advisory Council.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. Ms. Taylor noted that a list of the four nominees and two reappointments, including their resumes, are available on Simbli eBoard for the Board's review prior to the December Board meeting.
- There was no additional discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return to Action in December 2016. (See Attachment EICS 1)

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## ***DISCUSSION***

### **EICS 2 – Request for Delay Stipulation Removal by Pine Springs Preparatory**

**Policy Implications:** General Statute §115C-218.5

#### **SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Kebbler Williams (Consultant, Office of Charter Schools)

#### **Description:**

Pine Springs Preparatory Academy (PSPA) – A Challenge Foundation Academy (Wake County) requests that the State Board of Education (SBE) remove or modify one of the stipulations set upon it as a condition of approving a one-year delay in opening. Specifically, the nonprofit board that oversees PSPA requests that this stipulation from the SBE be removed or modified: “The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.” A letter detailing the specifics of the request is attached.

In August 2015, the SBE granted final approval to PSPA and two other charter applicants to open in August 2016. In a November 2015 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees PSPA stated that it had experienced unexpected delays in its acquisition, approval for, and construction of its proposed facility due to planning and development issues. The SBE, on February 4, 2016, voted to grant PSPA a one-year delay.

Per their approved application, PSPA plans to open as a K-5 school initially and expand one grade per year until the school is a full K-8 school serving over 700 students. The school's mission is as follows: "Pine Springs Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life." The school will use an experiential-based program focused on four design elements: authentic learning, collaboration, a nurturing environment, and technology skills.

The Charter School Advisory Board (CSAB) supports PSPA's request to remove “null and void” from the stipulation and now recommends the following amended stipulations for PSPA:

1. The PSPA Board of Directors (Board) will provide evidence of a legitimate facility contingency plan within the Ready-to-Open Progress Report through a Memorandum of Understanding with the facility owner.
2. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2017, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.

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3. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2017, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

**Recommendation(s):**

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay stipulation amendment for Pine Springs Preparatory Academy – Challenge Foundation Academy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. Ms. Taylor shared that the Charter School Advisory Board feels that this request is workable and staff will continue to monitor the school's status toward opening next school year.
- There was no further discussion.

This item is presented for Discussion in November and will return for Action during the December 2016 State Board of Education Meeting. (See Attachment EICS 2)

***NEW BUSINESS***

Under New Business, EICS Committee Chair Rebecca Taylor reported that the EICS Committee received an NC Virtual Public School Executive Director's Update from Mr. Eliz Colbert, which included information on the World Language Program and data on enrollment. In addition, Mr. Herman Hall provided a snapshot of the Culture Café, sharing his personal experiences with this initiative.

**BUSINESS OPERATIONS COMMITTEE CHAIR REPORT  
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

In the absence of BSOP Committee Chair Greg Alcorn, Chairman Cobey recognized Mr. Todd Chasteen as the Vice Chair to provide the BSOP Committee Chair Report.

***ACTION***

**BSOP 1– 2017-19 Biennial Expansion Budget Requests**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

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### **Description:**

In preparation for a request from the Office of State Budget and Management, the Department of Public Instruction (DPI) has solicited feedback both internally and externally on budget priorities for the 2017-19 Biennial Budget.

### **Recommendation(s):**

It is recommended that the State Board of Education approve the budget priorities.

### **Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday. He explained that during the discussion on Wednesday, Option A and Option B were discussed. Based on input, another option was discussed. At this time, Mr. Chasteen recognized Mr. Eric Moore to present Option C.
- Mr. Moore prefaced the presentation by noting that Option C is the result of the Board's conversation on Wednesday. Drawing attention to the handout located at the Board members' places, Mr. Moore presented Option C for the Board's consideration (See Attachment 3 on Simbli eBoard.)
- State Superintendent Atkinson drew attention to the Troops for Teachers request, noting inclusion for the first time in the Board's budget request. She explained that the reason the Department is requesting funds is that the U.S. Congress has funded this initiative in the past; however, we anticipate that it will not be funded in the future. She stated that the Troops for Teachers initiative has been very instrumental in getting individuals who are leaving the armed services to become teachers. It is important if we want to be a military state that we help bridge the gap from leaving the armed services and becoming a teacher.
- For the benefit of schools and the listening audience, Board member Wayne McDevitt reminded Board members that the transmittal of this document will indicate that this is part of a larger number, and that outside of this discussion we want to become number one in the Southeast related to the military. He stated that it is important for education stakeholders and the public to understand the context for which we are identifying this need.
- There was no further discussion.

*Upon motion by Mr. Todd Chasteen, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to accept the 2017-19 Biennial Expansion Budget request amended version. (See Attachment BSOP 1)*

### ***ACTION ON FIRST READING***

#### **BSOP 2 – Title V State Abstinence Education (AEGP) Grants**

**Policy Implications:** SBE Policy #TCS-O-001, Title V AEGP Grant

### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

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**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Ellen Essick (Section Chief, Healthy Schools)

**Description:**

The Title V State Abstinence Education (AEGP) Grant Program was extended through Fiscal Year 2014 under the Patient Protection and Affordable Care Act of 2010 (Pub.L.111-148.). The purpose of the State Abstinence Education Program is to support student decisions to abstain from sexual activity by providing abstinence programming as defined by Section 510(b) of the Social Security Act (42 U.S.C 710(b) with focus on those groups that are most likely to bear children out-of-wedlock, such as youth in or aging out of foster care. As a condition of receiving this grant, North Carolina must certify that all abstinence education materials that are presented as factual are medically accurate and grounded in scientific research. This also pertains to any materials presented by sub-awardees of the state. In the Funding Opportunity Announcement (FOA) released by the U.S. Department of Health and Human Services Administration for Children and Families (ACF).

The Title V State Abstinence Education Grant Program (AEGP) initially awarded \$2,544,986 to DPI for fiscal year 2016 (FY2016) that began October 1, 2016. In addition to this award, DPI has now been granted a supplementary award of \$612,054. DPI will provide \$250,000 of this supplemental award increase to its sub-awards provided to LEAs. Funds from this supplement will fund the following five LEAs: Martin, Wilson, Rockingham, Randolph, and Asheboro City Schools. This will increase the total distribution of sub-awards to 33 LEAs, one University, the North Carolina School Health Training Center and other partners. The application's abstract outlines how the program will be implemented.

In addition to the supplemental award, DPI seeks to replace Richmond County Schools with Jones County Schools for the initial list presented during the September 2016 SBE meeting. Richmond County Schools declined participation in the program.

**Recommendation(s):**

The State Board of Education is asked to grant approval of providing funding up to 28 of the 115 LEAs. The State Board of Education is asked to take Action on First Reading.

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Mr. Todd Chasteen, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to accept the recommendation of funding for up to 28 of the 115 LEAs as presented. (See Attachment BSOP 2)*

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## ***DISCUSSION***

### **BSOP 3 – NC DPI Strategic Plan and Information Technology Plan for 2017-19**

**Policy Implications:** General Statute §143B-1306(b)(c) as amended by SL 2015-241 (HB97) Section 7A.2.(b)

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.1:** Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives.

**Objective 4.2:** Use Home Base as an essential resource for instructional delivery and communications with parents and students.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Michael Nicolaides (Chief Information Officer, Technology Services)

#### **Description:**

The Department of Information Technology shall develop and transmit to the General Assembly the biennial State Information Technology Plan in conjunction with the Governor's budget of each regular session. The Plan shall include, among others, an inventory of current information technology assets and major projects. As used in this subdivision, the term "major project" includes projects costing more than five hundred thousand dollars (\$500,000) to implement.

Separate agencies shall prepare biennial Information Technology Plans, and transmit these plans to the Department of Information Technology by a date determined by the State CIO in each even-numbered year. Agencies shall provide all financial information to the State CIO necessary to determine full costs and expenditures for information technology assets and resources provided by the agencies or through contracts or grants. The Department shall consult with and assist state agencies in the preparation of these plans. Plans shall be submitted to the Department by a date determined by the State CIO in each even-numbered year. The State CIO and the Department of Public Instruction set this date for November 10, 2016, for the 2017-19 biennium plan.

As part of Governor McCrory's ongoing effort to promote efficiency in North Carolina state government, the Office of State Budget and Management (OSBM) and the Department of Information Technology (DIT) are consolidating requirements for the submission of agency Strategic Plans and agency Information Technology Plans for the FY 2017-19 biennium and guidelines have been developed and shared with all agencies.

#### **Recommendation(s):**

It is recommended that the State Board of Education discuss and approve the plan.

#### **Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion at the November State Board of Education meeting and will return for Action in December 2016. (See Attachment BSOP 3)

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## ***DISCUSSION***

### **BSOP 4 – Contract Procedure – New Policy**

**Policy Implications:** SBE Policy #TCS-C-013, and TCS-O-002 (New)

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Katie Cornetto (Staff Attorney, State Board of Education Office)

#### **Description:**

The Department of Public Instruction (DPI) is proposing an amendment to SBE policy TCS-C-013 and a corresponding new policy to delineate the procedural framework of the State Board of Education's delegation of contracting power to DPI and the State Superintendent of Public Instruction.

#### **Recommendation(s):**

It is recommended that the State Board of Education discuss the proposed new policy and policy amendment.

#### **Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion at the November State Board of Education meeting and will return for Action in December 2016. (See Attachment BSOP 4)

## ***NEW BUSINESS***

Under New Business, BSOP Committee Vice Chair Todd Chasteen reported that the BSOP Committee received a report about School-Based Administrator Pay presented by Ms. Alexis Schauss (Director, School Business Division). Vice Chair Chasteen reminded Board members that this issue has been brought to the attention of the Legislature.

## **UPDATE ON CONTRACTS**

BSOP Committee Chair Greg Alcorn encouraged Board members to review the contracts located in their Board books.

**EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT**  
**(Dr. Olivia Holmes Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

***DISCUSSION***

**ES&P 1 – State of the Teaching Profession**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Thomas R. Tomberlin (Director, Educator Human Capital Policy and Research)

**Description:**

General Statute §115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. LEAs are asked to complete an annual report on the reasons teachers leave their systems, submitting data to the Department of Public Instruction. The report of the 2015-16 school year is attached.

**Recommendation(s):**

The State Board of Education is asked to discuss this report in November.

**Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. Dr. Oxendine pointed out that the approach to the new report is to collect data around attrition and mobility, in addition to a new item related to student achievement. She explained that five categories are used in the collection process, including 28 reasons why teachers leave the profession. Dr. Oxendine reported that a brief discussion occurred related to continuing to refine those reasons/categories so that we can be in a position as policymakers to develop some solutions or approaches to encouraging teachers to remain in North Carolina schools.
- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment ES&P 1)

***DISCUSSION***

**ES&P 2 – General Licensure Requirements – Provisional Licensure**

**Policy Implications:** SBE Policy #TCP-A-001

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)



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**Description:**

Pursuant to General Statute § 155C-325(6), employees who hold a provisional license cannot be identified as a “teacher”. NCDPI recommends revising this policy to remove references to provisional licensing while still allowing LEAs the flexibility to assign teachers who hold a continuing license to other content areas. Policies changes to TCP-A-001 are limited to sections 1.25-1.55 and section 1.90.

**Recommendation(s):**

It is recommended that the State Board of Education approve the evaluation and licensure policy changes on the attached list.

**Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. She explained that this policy change will allow LEAs flexibility for teachers with continuing licenses to teach in other areas.
- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment ES&P 2)

***DISCUSSION***

**ES&P 3 – Policies on the Beginning Teacher Support Program: Mentor Requirements**

**Policy Implications:** SBE Policy #TCP-A-004

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

**Description:**

The NC Department of Public Instruction recommends a change to existing State Board of Education policy related to eligibility requirements for teachers serving as mentors in the Beginning Teacher Support Process (BTSP). On the recommendation of HR directors across the state, NCDPI proposes to define and

clarify eligibility requirements for mentors as established by state statute (GS §115C-296(e)). The policy changes also provide parameters for establishing and maintaining the mentor/beginning teacher relationship.

**Recommendation(s):**

It is recommended that the State Board of Education approve the evaluation and licensure policy changes on the attached list.

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### **Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday, clarifying that this policy provides eligibility requirements for teachers to serve as mentors in the Beginning Teacher Support Process.
- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment ES&P 3)

### **NEW BUSINESS**

Under New Business, ES&P Committee Chair Olivia Oxendine reported that the ES&P Committee received a report about the Observation Calibration Tool for Principals from Dr. Kimberly Simmons. The purpose of this initiative is to improve the observation skills of principals and assistant principals.

### **STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric C. Davis, Chair; and Dr. Olivia Holmes Oxendine, Vice Chair)**

In the absence of SLA Committee Chair Eric Davis, Chairman Cobey recognized Dr. Olivia Oxendine as the Vice Chair to provide the SLA Committee Chair Report.

### **DISCUSSION**

#### **SLA 1 –North Carolina Math I Extended Content Standards**

**Policy Implications:** SBE Policy #GCS-F-000, GCS-F-002, GCS-F-012

**Goal 2:** Every student in the NC Public School System graduates from high school prepared for work, further, education, and citizenships.

**Objective 1.2:** Graduate students prepared for postsecondary education

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Mr. William J. Hussey (Director, Exceptional Children Director), Ms. Dreama McCoy (Section Chief, Exceptional Children)

### **Description:**

In fulfillment of SBE Policy #GCS-F-012, the newly revised Math I standards was approved by the State Board of Education (SBE) in June 2016. Students with significant cognitive disabilities must be provided access to the state standards by aligning instruction and assessments. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted Math I standards.

The Department of Public Instruction recommends that, in an effort to ensure students with the most significant cognitive disabilities are fully included and have access to challenging instructional content, a one-year transition period is granted for the implementation of the recently adopted Math 1 standards. This will allow teachers of the significant population to attend training and have appropriate participation of the highest achievement possible for the newly adopted standards. Students with significant cognitive

disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them.

This month, the draft of the revised standards (now named Extended Content North Carolina Math 1) are presented for Discussion. Public comments were available for thirty days with the option of one in-person public hearing.

**Recommendation(s):**

It is recommended that the State Board of Education approve the proposed new alignment of the NC Extended Content Standard Math 1 changes.

**Discussion/Comments:**

- SLA Committee Vice Chair Olivia Oxendine noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. The presentation included a presentation from Ms. Dale who is a teacher excited about the Math 1 Extended Content Standards, which are for students with significant cognitive disabilities.
- There were no further comments.

***DISCUSSION***

**SLA 2 – Updates to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process**

**Policy Implications:** SBE Policy #GCS-A-016

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

Updates for the administration of the state-designated assessments for use in the North Carolina teacher evaluation process are being provided for discussion at the November 2016 meeting of the State Board of Education. Clarifications are provided on the testing requirements (i.e., eligibility, testing window, results used to average final grades) for students enrolled in North Carolina Virtual Public School (NCVPS), students following the Occupational Course of Study (OCS), and high school seniors. Additionally, *update*

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are provided for changing the assessment name from Math I to NC Math 1 and indicating that the assessments are considered as standardized artifacts for student growth for teachers and school growth for participation in the Teacher Evaluation Process.

**Recommendation(s):**

It is recommended that the State Board of Education approve the amendments as presented.

**Discussion/Comments:**

- SLA Committee Vice Chair Olivia Oxendine noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment SLA 2)

**HEALTHY ACTIVE STUDENTS COMMITTEE MEETING**  
(Ms. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)

***MOVED FROM DISCUSSION TO ACTION ON FIRST READING***

**HRS 1 – Whole School, Whole Community, Whole Child Resolution**

**Policy Implications:** SBE Policy #GCS-S-000

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

**Goal 2:** Every student has a personalized education.

**Objective 2.5:** Decrease the percentage of low-performing schools and low-performing school districts in the state.

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.1:** Create and maintain a safe and respectful school environment.

**Objective 5.2:** Promote healthy, active lifestyles for students.

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction), and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

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### **Description:**

The Center for Disease Control and Preventions (CDC), in collaboration with ASCD, created the Whole School, Whole Community, Whole Child Model as an expansion of the Coordinated School Health model. The Interagency Advisory Committee has adopted this model as a framework for community and educational collaboration that will improve the health and academic outcomes of students. This resolution reflects the support of the State Board of Education.

### **Recommendation(s):**

The State Board of Education is requested to review and provide feedback to the resolution.

### **Discussion/Comments:**

- HRS Committee Chair Patricia Willoughby prefaced her comments by noting that by consensus during the HRS Committee meeting on Wednesday, the Whole School, Whole Community, Whole Child Framework and resolution has been moved from Discussion to Action on First reading today. Chair Willoughby explained that this is a shift to wrap services around children and a significant opportunity for the State Board to not only adopt the resolution, but to encourage LEAs around the state to use this model to help ensure that every single child is given the opportunities they deserve.
- Chair Willoughby read the resolution below out loud to be included in the record.
- Vice Chairman Collins publicly thanked Chair Willoughby for her leadership related to this issue.
- Chairman Cobey shared that as he looks at this resolution he wonders why this hasn't been done before now because it makes so much sense. He commended Chair Willoughby, Vice Chairman Collins, and State Superintendent Atkinson and staff for their work because, in his opinion, this is a day to remember.
- Noting an urgency of this work, Superintendent Advisor Freddie Williamson expressed appreciation for the Department's efforts and State Board's quick response.
- Vice Chairman Collins elaborated briefly on how far we have to go to have a common language, recognizing that there is a lot of work left to do to coordinate the many different services. He shared that this is the first of many recommendations the HRS Committee will bring back to the Board going forward.
- Board member Reginald Kenan commented on the focus of the Whole Child, stating that we have the responsibility to make sure the Whole Child is developed rather than judging how well they do on a particular assessment.
- In response to Board Member Wayne McDevitt's comments about establishing a model, State Superintendent Atkinson ensured Board members that the Department will provide the resolution to LEA superintendents and local board chairs as a way of setting the pace for local school districts to do similar work.
- Prior to the vote, Chair Willoughby reiterated that it is significant that we pass this resolution so that it becomes the model. The Healthy Schools Section has been operating under this model for several years so it will not be new to the LEAs and local boards because the School Health Advisory Councils have operated with that model, according to Chair Willoughby.
- In closing comments, she commended Dr. Essick and other staff members as champions of this work.
- There was no further discussion.

## NORTH CAROLINA STATE BOARD OF EDUCATION

### **A Resolution Establishing a Whole School, Whole Community, Whole Child Framework for the State Board of Education**

Whereas, the North Carolina Constitution declares that the people have a right to the privilege of education, and that it is the duty of the State to guard and maintain that right, and

Whereas, the North Carolina Constitution establishes the North Carolina State Board of Education as a body whose duty is to make all needed rules and regulations as it supervises and administers the free public school system, subject to laws enacted by the General Assembly, and

Whereas, the North Carolina State Board of Education acknowledges the critical linkages to education that help ensure the privilege of education for all of its children, including initiatives and programs that support student health and safety and that develop student responsibility, and

Whereas, the Board acknowledges that other State and local agencies, along with educators, parents, and the community, each have significant roles in meeting the needs of children and in removing barriers to their success, and

Whereas, the barriers to success for many children include poverty, poor health, unsafe environments, lack of access to services and supporting infrastructure needed to support their long-term health and safety and that will ensure their access to a quality public education that strives for high academic achievement for all, and

Whereas, research shows that the health of students is inextricably linked to their academic achievement, and

Whereas, public schools, health agencies, parents and communities share a common goal of supporting the health and academic achievement of adolescents, and

Whereas, research shows that the health of students is inextricably linked to their academic achievement, and

Whereas, the Whole School, Whole Community, Whole Child Model emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both, and

Whereas, the Whole School, Whole Community, Whole Child model focuses attention on the preK-12 child; emphasizes a school-wide approach; and acknowledges learning, health, safety and the school as being a part and reflection of the local community, and

Whereas, the Healthy Active Children policy is grounded in the Whole School, Whole Community, Whole Child Model and requires that all Local Education Agencies maintain a School Health Advisory Council,

#### ***NOW, THEREFORE BE IT***

Resolved, that the North Carolina State Board of Education adopts the Whole School, Whole Community, Whole Child framework as a model for supporting the health behaviors and academic performance of students, and

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Resolved, that the North Carolina State Board of Education directs staff to change the name of the North Carolina State Board Interagency Committee, whose work it is to identify wrap-around services needed by public school students and to ensure coordination and collaboration of these services from State agencies and related external partners, to now be known as the North Carolina State Board of Education Whole Child NC Committee, and

Resolved, that, the North Carolina State Board of Education encourages Local Education Agencies to use the Whole School, Whole Community, Whole child Model as a framework for creating collaborative school/community relationships and improving students' learning and health, and

Resolved, that Board members direct the Secretary to the State Board of Education to enter a copy of this resolution into the official minutes of the NC State Board of Education.

*Upon motion by Ms. Patricia Willoughby, and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to accept the 2017-19 Biennial Expansion Budget request amended version. (See Attachment BSOP 1)*

Chairman Cobey and State Superintendent June Atkinson ceremonially signed the resolution.

## ***DISCUSSION***

### **HRS 2 – Healthy Active Children Policy Revisions**

**Policy Implications:** SBE Policy #GCS-S-000

#### **SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe and responsible.

**Objective 5.2:** Promote healthy active lifestyles for students.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

#### **Description:**

The Healthy Active Children Policy has been in effect since 2003. In 2014, changes were made to the policy to ensure more accurate implementation and reporting. Since the changes in 2014, the Coordinated School Health Model referenced in the policy has been revised and replaced by the Whole School, Whole Community, Whole Child Model. The current policy reflects these changes and makes clarification changes to the Local Wellness Policy segment of the policy.

#### **Recommendation(s):**

It is recommended that the State Board of Education adopt the Healthy Active Children policy amendments as presented.

#### **Discussion/Comments:**

- HRS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the HRS Committee meeting on Wednesday. She explained that in response to a question raised about

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whether charter schools will be a part of this policy, the Charter School Advisory Council will discuss and return a recommendation for the Board's consideration.

- There was no further discussion.

This item is submitted for Discussion during the November State Board of Education meeting and will return for Action in December 2016. (See Attachment HRS 2)

### **NEW BUSINESS**

Under New Business, HRS Committee Chair Patricia Willoughby reported that the HRS Committee received an update on the School Mental Health Initiative (SMHI) from Mr. Bill Hussey (Director, Exceptional Children Division) and representatives of the SMHI Committee. Chair Willoughby shared that the Board's Senior Student Advisor Yates McConnell approached her after the presentation to say how grateful he was that the Board continues to talk about this subject at the Board table. She reminded Board members that Mr. McConnell had a lot of profound comments after a discussion that included data on suicide attempts by students.

Speaking from the perspective of his profession as lawyer, HRS Committee Vice Chair Reginald Kenan, shared spoke briefly about his involvement with juveniles and the fact that the courts have no treatment facilities to send these kids. He stated that this is a very complex and serious issue for the state because these juveniles more often than not cycle back into the court system again as adolescents and adults.

### **CHAIRMAN'S REMARKS**

Under the Chairman's Remarks, Chairman Cobey announced that the Wednesday session of the December SBE meeting will also begin at 9:00 a.m. so that the Board can once again incorporate discussion groups in its next Issues Session. He asked everyone to mark their calendars accordingly. The Chairman added that these small group discussions are productive and are helping the Board develop a concise, focused plan and strategies for transitioning to the requirements of the Every Student Succeeds Act and other new requirements, both from state and federal legislation and regulations. Chairman Cobey thanked the Exceptional Children staff for facilitating these discussions.

Chairman Cobey noted that the long session of the Legislature is approaching and is scheduled to begin on January 11, the week following the state-level inaugurations. He noted that the Board's budget request will be forwarded to the Governor's Office after this meeting for incorporation into the Governor's budget.

In addition, the Chairman shared that he and Dr. Atkinson would keep the Board updated via email on any news or developments that may occur for public schools in the aftermath of Hurricane Matthew. He noted that recovery will be lengthy for many, and assistance will be needed in a variety of ways.

Chairman Cobey also announced that December will be Dr. Fitch's last meeting as the Local Board Member Advisor; the Board will officially recognize Dr. Fitch for her service at its December meeting.



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## **NEW BUSINESS**

Chairman Cobey recognized Board member Patricia Willoughby who was honored with a national Policy Leader of the Year Award at the NASBE conference in Kansas City, Missouri, on November 21. He noted that the legal team also attended the conference, participating with the National Council of State Education Attorneys. Chairman Collins and Mr. Martez Hill attended the conference as well, according to Chairman Cobey.

In response to Chairman Cobey's offer to report out, Vice Chairman Collins reflected on the opportunity to represent the State Board at the NASBE Convention and the honor of presenting Board member Patricia Willoughby her national award. He noted that Ms. Willoughby was one of three individuals to receive the highest award that NASBE gives for public service as a state school board member.

Vice Chairman Collins explained that NASBE represents approximately 25-30 states. Noting that most of the discussions at the conference were about ESSA, Mr. Collins stated that it was interesting to see how other states are approaching the requirements of ESSA. He added that his takeaway was that everyone is trying to figure out how to press the restart button while navigating the continuous regulations that keep coming from the U.S. Department of Education (USED). Mr. Collins stated that NASBE's work over the next year will be about lobbying the members of Congress and USED to ensure that legislation designed to give states the opportunity to design their own education future is not impeded by regulations.

The Vice Chairman also reflected and shared comments on what he described as one of the most impactful speeches by Mr. Mannie Scott who was one of the original Freedom Riders.

In other new business, Local Board Member Advisor Christine Fitch invited members of the State Board to the NC School Boards Association annual conference to be held at the Koury Convention Center in Greensboro, November 16-18. She shared that Vice Chairman Collins will be speaking at the Thursday general session and luncheon.

## **ADJOURNMENT**

Indicating no other business, Chairman Cobey requested a motion to adjourn.

*Upon motion by Mr. Reginald Kenan and seconded by, Ms. Rebecca Taylor, Board members voted unanimously to adjourn the November 2 and 3, 2016, meeting of the State Board of Education.*